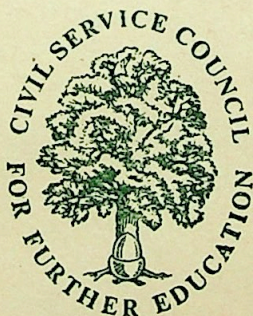


Venture

Vol. II Number 1

March 1954



*When you have read this book please pass it on to someone else.
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Treasury Chambers, London, S.W.1. Copies may also be obtained
from any of the Regional Secretaries listed on the back cover.*

CIVIL SERVICE COUNCIL FOR FURTHER EDUCATION

The Council is appointed by the National Whitley Council with the following objects:

To act as a central organisation for promoting and co-ordinating further education throughout the Civil Service.

To give advice and information on existing educational opportunities for Civil Servants.

To arrange in co-operation with educational bodies for the provision and development of facilities for further studies for Civil Servants.

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Venture

Volume II 1954-57



Civil Service Council for Further Education

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Venture

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How We Started

By J. M. Chalmers

I WAS ONE of a group of nine people, mostly strangers to each other, who met in Treasury Chambers on 26th September 1946.

We were the Official and Staff Side members (four each), and the Secretary, of the reconstituted Civil Service Council for Further Education, which was that day coming to life again as one of the recommendations of the Assheton Committee on Civil Service Training and Education.

As it was the inaugural meeting of the Council, our first step was to elect a Chairman. The obvious choice was Mr. A. P. Sinker, Director of the Training and Education Division of the Treasury, who had been in the centre of the negotiations leading to the resuscitation of the Council. As Vice-Chairman we appointed Douglas Houghton, General Secretary of the Inland Revenue Staff Federation and a senior member of the National Staff Side. A selection board had two months earlier appointed Edward G. Melville as Secretary.

Our next task was to agree who should be invited to be President and Vice-Presidents, and which four distinguished educationists should be asked to join the Council as co-opted members.

These preliminaries over, we then addressed ourselves to the purpose for which we had been brought together. Having provided us with a Secretary and a Constitution, the National Whitley Council seemed content to let us plan our own development. The Council is associated, for administrative purposes, with the Training and Education Division of the Treasury, but from the beginning it has enjoyed a considerable degree of independence.

There was from the outset a very happy relationship amongst the members of the Council. At no time did we regard ourselves as two

sides with possibly differing points of view. Each member contributed to the discussions in the light of his own knowledge and experience. That we shook down so quickly was due mainly to the unostentatious but effective leadership of our Chairman.

There was from the first common agreement that we should place a wide and generous interpretation on the functions of the Council. It was certainly our duty to promote educational facilities that would assist Civil Servants to progress in the Service, but we felt that there was more in life than the passing of examinations. We conceived it to be of at least equal importance that they should be encouraged to cultivate wider interests so that they could be happier people and therefore better public servants.

Everything of an educational, cultural and recreational nature came within the wide scope of our definition—from ballet to bee-keeping—and one of the first instructions to Melville was that he should collect and co-ordinate all available information about the many groups and societies that in one way or another were already catering for the cultural and recreational needs of Civil Servants.

Not that Melville needed any instruction. From the date of his appointment he threw himself into his duties with an energy and resolute determination that shook up lethargic educational authorities and departmental chiefs whose staffing difficulties made them slightly less enthusiastic than Melville about Further Education. He did not wait on the Council setting the pace; most of the time he was well out in front, with the Council (sometimes apprehensively) keeping as close as possible to his heels.

Melville himself, now back in the Board of Trade, has already in the March 1952 issue of "VENTURE" told the story of those early days and how, with the valuable assistance of the regional committees, the work of the Council has been extended into many fields.

It does not seem so long ago since we had that first meeting in September 1946. Yet, in the intervening years, there have been many changes on the Council. With my own resignation this year, the last of the original members has gone.

New faces have replaced the old, bringing new ideas and perhaps a fresh approach. I am sorry I am no longer one of the team. It has been my pleasure to serve under three Chairmen and two Secretaries. I am glad that during these seven years I have been privileged to contribute, however inadequately, to the work of the Council.

From a Satisfied Customer

By Thelma Fordham

I WOULD LIKE TO TELL readers of "VENTURE" about a course I attended recently in Warwickshire and at the same time express my appreciation of "VENTURE", which I look forward to receiving. Having read the article by E. M. Hutchinson in the March issue I wrote to the N.I.A.E.* for a list of courses, and in due course arrived at Westham House College, Barford. I found it to be a lovely mellowed house of red brick, set in a delightful garden. There were books to read, the food was excellent and living conditions generally comfortable.

The lectures on rural social history were most absorbing. Freddy Grisewood in his opening talk rejoiced our hearts with his humorous stories of country life and people, and as the week progressed, we learned much of the history of agriculture, its implements, and its problems down the ages. We learned of the kind of people who had been faithful to the interests of the industry, of the artists who painted the beauty of the countryside, and of the men who shaped the landscape in the way we have grown to accept and love. We heard too of the crafts and dress of the people and saw the manner of living of the rich man in his castle and the poor man at his gate.

Lectures were held in the mornings and evenings while the afternoons were devoted to exploring the neighbourhood. We saw Shakespeare's birthplace and Mary Arden's Cottage. We saw Warwick Castle, while a really profitable afternoon was spent at the Swan Foundry and at a farm where we were shown a Jersey herd. We viewed the great houses of Charlecote and of Compton Winyates and admired their magnificence.

In lighter mood we saw the "Taming of the Shrew" at the Memorial Theatre, Stratford, danced on the green with the English Folk Dance and Song Society*, and played a variation of cricket in the garden in the moments when we waited for the bell to ring for meals. We had come from diverse places each with our own peculiar little traits of speech and expression, but we were soon friendly in the happy atmosphere of Westham House.

Altogether it was a grand experience, so very rewarding in every way. And so, if only in the spirit of appreciation, I would like to thank the Civil Service Council for Further Education for the work it is doing in making known these facilities for study.

*For addresses see back cover

Language and Life

By R. W. Rawlings

THE EDITOR HAS ASKED me for some observations drawn from my experience as a Training Officer in a large Department and more particularly as a tutor conducting courses on language under the auspices of the Workers' Educational Association.

I do so the more willingly because I know of no subject so important to readers of "VENTURE" both as public servants and as persons. Certain it is that without the ability of expression, both in speech and writing, we cannot hope to develop latent aptitudes to the full, nor avoid the agonising frustration that comes to those who have something to say but lack the power to give it form in the act of communication. My concern is not so much with the "gift of the gab" although as we know this term is often used disparagingly of those who possess a quality we should dearly like to share. You know how it goes:

"I am eloquent."

"You are talkative."

"He is a windbag."

Three verbal variations on the theme of self-expression adopted not so much to describe a set of facts but rather to display an emotional attitude.

And that brings me to the point of this short article, for my major concern with language is *not* to teach "pot-hooks and hangers", important though that is, nor to discuss the even more important issues with which "Plain Words" confronts us both as Civil Servants and as citizens. No, today there is a far more serious need and one which I am afraid only a reasonably high standard of literacy will help us to meet. It is, I suggest, the need to cope adequately with the endless spate of words coming to us from books and newspapers and out of the mouths of propagandists and politicians. Words which are sometimes used in such vastly different contexts as to render them useless for the more precise purposes of communication and which put the English Dictionary entirely out of court as a reliable guide to meaning and interpretation. Words, too, which are put into constructions starting out to describe some aspect of reality, but ending up with so many emotional overtones that the appeal to reason can no longer be seen or heard.

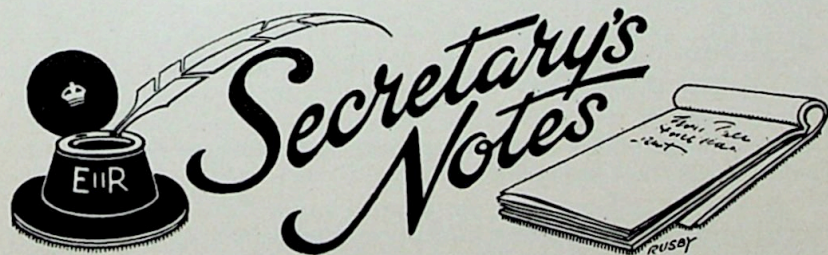
This is one of the problems with which we must grapple. We must keep under constant review words which, starting out when they were first minted as good honest coin of the realm, have acquired by deliberate misuse a "dud" quality which unless we are

vigilant will bring about a depreciation of the whole of our verbal currency.

And the danger is not only that wrong language can lead to wrong action, though Heaven knows that is serious enough, but also that it can bring about a completely defeatist attitude towards language itself; an attitude which if it is not checked will lead to the conclusion that any argument is only an argument about words themselves and that it is impossible to arrive at any common agreement as to the reality behind the words.

Indeed, there are a whole lot of so-called philosophers today who are saying something very much like that and unless we can effectively challenge them we may as well contract out our thinking to the leader-writers of the less reputable newspapers or to certain people who regard spell-binding as a substitute for honest and factual statement.

All this does not mean, of course, that there is no place for language which makes its appeal directly to the emotions. This is the particular province of the poet, though even he must have some sense of responsibility in his choice of words. And the rest of us too are entitled to call upon the vast resources and richness of language whenever the need arises to communicate something other than a mental concept or a piece of information. It is an individual responsibility to decide when those circumstances have arisen and in all others to avoid, as we should any other insidious drug, language which serves only to distort meaning and to camouflage the reality which it is the principal function of language unmistakably to reveal.



*"Wide was his parish with houses far asunder
Yet he stayed not in rain or thunder
To visit the farthest in his parish, great or little,
Upon his feet, and in his hand a staff."*

The Canterbury Tales.

I LAY NO CLAIM to the benignity of Chaucer's "Parson", and my visits are made by rail and steamer, with the sign of the Civil Servant, an official black wallet rather than a staff, in my hand. Nevertheless, during the early months of 1954, I have visited "the farthest in my parish" for in that time I have attended the

inaugural meetings of all our Regional Committees. In fact these editorial notes have largely been written in trains, the quotation above being jotted down on a very snowy night, on the way North, somewhere between King's Cross and Waverley.

The meetings have been necessitated by the fact that our Regional Committees are reconstituted every three years and new Committees have just been appointed by the Council to serve until the end of 1956.

Complete details of the membership of the new Committees are still not available as we go to press, but we hope to be able to publish them in our next issue.

January and February are not the best months for travelling, but I have found my visits well worth while. I return to my room in Whitehall greatly encouraged by the evidence I find everywhere of better understanding of what the Council is trying to do.

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Talking of a better understanding of the Council's work, readers of "VENTURE" will be interested in an attractive explanatory leaflet which we have recently published entitled "The Civil Service Council for Further Education—What is it and What is it doing?" It will be found particularly helpful by those who are responsible for the supervision of junior officers or for welcoming new entrants to the Service. We hope however that all Civil Servants will study the leaflet. One of the illusions still to be dissipated is that the Council is doing good work for youngsters but can be of little use to senior members of the Service. Nothing could be further from the truth. Copies of the leaflet can be obtained on application to Council Headquarters or to any of the Regional Secretaries shown on the back cover of this issue.

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We publish in this issue a short note by Sir George Dyson on the activities of the Carnegie Trust.

Sir George is himself an outstanding example of what we mean when we speak of "Further Education in its widest sense". It would be difficult to overestimate the value of his service to amateur music-making in this country; now we find him active in an entirely new sphere. As will be seen from his article, Sir George is bringing his long experience to bear in the encouragement of amateur painting.

We have available at Council Headquarters much more detailed information about the Arts policy of the Carnegie Trust than can be given in a short article. We shall be happy to deal with enquiries.

It is interesting to note that the Civil Service Association of Art Clubs has been recognised by the Trustees as a group, for grant purposes. The Association has already held four successful week-end

schools and is arranging more. The Secretary of the Association* will be glad to hear from any Civil Service Art Clubs not already affiliated to it, or from anyone wanting information about an Art Club.

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Closely associated with the subject of the Carnegie Trust and the Arts is the question of a federation of music clubs and societies in the Civil Service. This topic has been the subject of notes by me in one or two earlier editions of "VENTURE".

I am glad to be able to say that some progress is at last being made. A meeting of representatives of Civil Service music societies in London was held recently which will I hope prove to be a stepping-stone to much progress in the field of amateur music making. The meeting which was attended by representatives of all music societies in the Civil Service in London known to us at Headquarters unanimously decided that the time was ripe for the formation of a Civil Service Federation. A small committee to examine the project and make a report was formed.

Copies of the report of the meeting are available at Council Headquarters and will be gladly supplied to interested persons either in London or elsewhere.

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I referred earlier in these notes to the reconstitution of the Council's Regional Committees. The Council itself is reappointed every two years and the new Council for 1954-55 held its first meeting in January. The membership of the new body is set out as usual on the front inside cover. It will be seen that H. H. Sellar, of the M.L.N.S. has been replaced by M. D. Tennant, and J. M. Chalmers of the U.P.W. is replaced by the organising Secretary of that body. Of the co-opted members, Dr. Allan McPhee, Director of the Department of Extra-Mural Studies of London University, retires and Mr. Edmund Poole of the W.E.A. joins us. We also lose the services of A. P. Sinker, the Council's first Chairman. The Council is very conscious of the debt it owes to the retiring members.

Both Sinker and Chalmers brought humour and deep understanding of educational problems to the Council's deliberations. We are glad to publish articles by them in this issue.

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This edition contains an article on "Language" by an old colleague of mine, R. W. Rawlings, who has done much pioneer work as a training officer and a W.E.A. Lecturer. We are sure our readers will find the other articles on outdoor and summer activities of considerable interest.

* See addresses on inside back cover.

Holidays with a Difference

By John H. Barrett

AMATEUR NATURALISTS of many specialities have banded themselves together to chase birds, to collect plants, to catch butterflies or to pin beetles into boxes. A regular hierarchy has evolved, with dogma, high priests and sanctuaries. Many people with no technical training and little knowledge have provided for themselves in this way a source of enlightenment leading to a joy for ever. But there are many others, interested in the countryside as a whole, knowing the whole to be greater than the sum of its parts, who find pleasure in discovering a new part of Britain and who find that discovery developing afterwards into an enrichment of their lives as they slowly tie up some of the ends inevitably left dangling from their travel.

Pembrokeshire is at once a little known county and a county exciting to know. More and more folk are exploring it during their holidays and Dale Fort Field Centre is becoming a busy base for their activities. Indeed, the Council for the Promotion of Field Studies is providing here—and at similar Centres in England—a programme of many summer weeks attractive to those who combine a curiosity in all around them with a desire for that exquisite pleasure of doing absolutely nothing sitting in the sun. The Field Centre staff arranges an expedition, either on foot, by boat or by road, for every day of the week. Say, for example, that the parish of Dale is to be explored. The Old Red Sandstone of the Peninsula, twisted by earth pressures which have left the rocks folded, has been raised 200 feet from the bed of the sea—the table-land topography bears witness of the change. The retreating ice has left behind boulders from the Scottish islands and glaciated valleys—but how many visitors there are who have heard of the Ice Ages but have never learnt to read from the ground the evidence of those far-off times!

The middle Stone Age people used flint left by the ice, and used it here in Dale. On a walk round the parish the interested visitor can learn how to find and to identify flints worked 10,000 years ago; and many are thereby urged to follow up their awakened interest and, in doing so, to visit strange and fascinating places. Or maybe the Bronze and Iron Age settlements meant nothing to them before but savages dressed in skins—which isn't true at all, as the briefest examination of the promontory forts in Dale parish will prove.

Who were the Celtic saints? And what was all the trouble about when Augustine's missionaries were refused precedence in the so-called Dark Ages? In Dale they were not dark, and the Celtic

saints—Patrick, Teilo, David and the rest—left marks on the ground which substantiate the claim of the Celtic church to an unbroken tradition of Christian life much longer than Canterbury's. The Pembrokeshire coastline has shrines and chapels; the Pembrokeshire map bears many "place names". A day spent in Dale parish always includes a slice of ecclesiastical history.

The Normans came to Dale; they presented the people with the simple alternative of "toe the line, or get out". Many went north to the high lands and were barred from the rich south by the ring of



Photo: Dorothy M. Yoxall

*Enthusiastic amateur naturalists at work on the sea shore
below Dale Fort, Pembrokeshire*

Norman castles. Dale was of one of many parishes where the Normans imposed their manorial system; in field shapes and village pattern that efficient system survives today.

The journey round the Dale peninsula is in part along cliffs so patterned with flowers that a rock gardener would sell his soul to produce an effect half as beautiful. The butterflies dance in the breeze and birds little known to inlanders are in bush and brake. How absurd for heads puzzled by cliff-structure or ancient monuments not to be raised to enjoy these flowers and animals. And how

absurd, too, if the sailing sequence of clouds and the curved profiles of woods were not interpreted as evidence of Dale's unusual weather. The steady rhythm of the tides is always hand-in-hand with the gales and the waves, relentlessly changing the coastline by splitting rocks or washing down soil into the sea. The ebb and flow of the tides becomes less obscure after one's daily life has been controlled by them, if only for a week.

All this and more can be seen in a single walk—but how many have covered those few miles and seen either none of it or only that which pertains to their own special line of study!

This Field Centre at Dale is one among others which have been placed by the Council for the Promotion of Field Studies with strategic skill in totally contrasting types of country. Collectively, the Centres range over most of the habitats that are valuable for Field Study, whether of plants or animals, rocks or scenery, human activities, either recent or prehistoric. They are devoted to making Nature—in its widest sense—available as a recreational and cultural instrument of the people. Such opportunities never existed before—country-lovers not only to *see* the country—that they can do *where*—but to realise what there *is* to see; and to discover how the various details build themselves up into a picture which comes warped and contorted when any one link is missing. This study of the *whole* is to some more satisfying than any one specialised study; its pursuit is open to all with eyes to see and ears to hear—no wonder that the butcher, baker and candlestick-maker are beginning to find out this Centre by the sea, and that at times the Warden cannot fit in all those who want to draw upon the bits and pieces of knowledge he has accumulated about his parish and his county.

The Arts Policy of the Carnegie Trust

By Sir George Dyson, K.C.V.O.

THE CARNEGIE UNITED KINGDOM TRUST exists for the benefit of the people of the United Kingdom. This mandate has been applied to many spheres of social work, including the cultural activities of amateur groups and societies. One of the sub-committees of the Trust is especially concerned with the Arts, and it is now nearly 20 years since the Trust embarked on a national policy in music which led to the formation of the National Federation of Music Societies. This Federation was the vehicle for

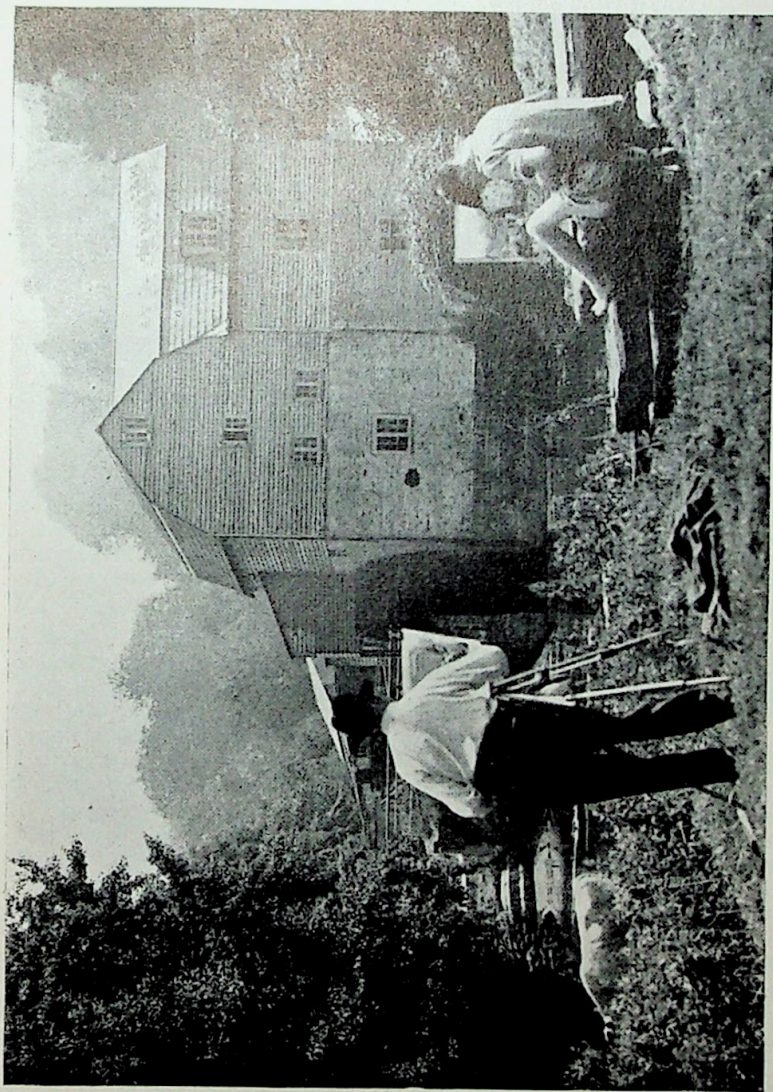


Photo: A Ronald Traube
Members of a Study Group from Juniper Hall Field Centre, near Dorking, Surrey, painting the old Castle Mill. Art takes an important place in the outdoor studies fostered at the Council's Field Centres.

grants to individual societies for many years, a responsibility which has now been transferred to the Arts Council of Great Britain.

This procedure was typical of Trust policy in most of its fields. The intention is always to discover and develop an appropriate form of social activity, in the hope that it will ultimately become a permanent and nation-wide organisation meriting the support of local or statutory authority. The best known and most extensively successful Trust venture of this kind was the library scheme of 40 years ago, which largely created and consolidated what is now the public library service of the whole country. The opening of the new Scottish Central Library in Edinburgh a few weeks ago, together with the repair and renovation of the damaged National Central Library in London, was the end and culmination of this long-term application of the Trust's resources.

Music is still an important concern of the Trust, but its field is now restricted to the smaller formative groups, which are organised and helped through County Committees, with a view to their becoming qualified to join either the Federation of Music Societies or the parallel Federation of Musical Festivals.

Ten years ago the Trust embarked further on a policy of encouraging local amateur drama on a national scale. A framework of County Committees is the basis here, as it is in music, and the British Drama League and the Scottish Community Drama Association are unifying influences which, in their respective ways, also serve the aims and objects which the Trust has in view.

More recently still a scheme has been inaugurated, with Trust help, to discover, consolidate, and assist the many local groups of practising amateur artists. The technique employed has been similar to that which succeeded 20 years ago in the case of the music societies. An extensive enquiry furnished the names and territory of hundreds of groups. Many of these are concerned with the appreciation of art rather than with the practice of it, but since, scores of practising Art Clubs have been approached, and it is with these that the Trust is concerned. Help is given in the form of expert advice and tuition through day or week-end group schools, and this has led not only to the stimulation and encouragement of higher technical competence, but has also brought the various groups in an area into closer co-operation and knowledge of each other. Most promising of all is the existence of two growing Federations, one in the north and one in the south, both of which are now accepted by the Trust as instruments of its policy. There is thus good ground for hope that the amateur fine arts will follow the pattern of music and drama, and achieve a permanent and national access of growth and influence.

The Northcote-Trevelyan Centenary

By A. P. Sinker

ONE HUNDRED YEARS AGO, in February 1854, the Report on the Organisation of the Permanent Civil Service by Sir Stafford Northcote and Sir Charles Trevelyan was published. This is generally regarded as the first step in the long process of the creation of the Civil Service as we know it today. "The creation of this Service", wrote Graham Wallas, "was the one great political invention in nineteenth century England."

The centenary has been marked by the publication in February 1954 of two booklets which will be of great interest to all Civil Servants who like to think about the problems of their profession and to learn something about the way in which it has grown up.

The first is *The Civil Service in the Constitution* by Professor K. C. Wheare of Oxford (University of London Press, price 2s. 6d.). It is a lecture which will be long remembered by the crowded audience which heard it at London University on Tuesday, 16th February, when the Chancellor of the Exchequer took the chair. Professor Wheare spoke, as he says himself, with the advantages and disadvantages of an outsider, and an outsider in two senses—he has never been a Civil Servant and he comes from Australia.

His lecture is humane, witty, and penetrating. He gives us a very human picture of Trevelyan, who was the leading spirit of the Northcote-Trevelyan pair:

"Sir Charles Trevelyan was indeed a formidable character. He has been presented to us in the unattractive person of Sir Gregory Hardlines in Anthony Trollope's *The Three Clerks* published in 1858. When in later years Trollope came to know the original of Sir Gregory he was able to write: 'I never learned to love competitive examination; but I became, and am, very fond of Sir Charles Trevelyan.' And when we learn that it was the custom in his family for his wife and children to call him Sir Gregory we can feel fairly certain that Sir Charles Trevelyan was not permitted to think more highly of himself than he ought to think." (*The Three Clerks* is also a book that Civil Servants are likely to enjoy.)

Many of Professor Wheare's remarks will provoke, and deserve, much thought. For instance:

"The greatest change which has occurred in the position of the Civil Service in the Constitution since the publication of the

Northcote-Trevelyan Report consists not in the removal of patronage nor in the establishment of permanence. It consists in the tremendous rise in the authority of the Civil Service" (page 16).

"For the average citizen, the Civil Service means those officers whom he or she meets in the administration of the social services, where claims are made and benefits provided in great variety. If it ever comes to be suspected that the officers responsible for these services are concerned with party loyalties or party differences, the confidence of the country in its Civil Service will be enormously weakened. This remark may seem obvious; yet I have wondered at times whether those who press the case for increased freedom of political activity for the Civil Servant realise fully how strongly the citizen feels upon this point" (page 28).

The second booklet is by an author who is very much an insider—Mr. Wyn Griffith, who states too modestly that the Civil Service no longer produces writers. His booklet, *The British Civil Service 1854-1954*, was written and published at the suggestion of the Civil Service National Whitley Council and is published by the Stationery Office (price 1s.).

Mr. Wyn Griffith gives a brief historical survey of the development of the Civil Service and an authoritative description of it as it is at the present time. He too makes a number of thought-provoking remarks.

"The perennial problem of the Civil Service is how to combine accuracy with speed: there can be no armistice in the battle of standards" (page 17).

"Security of tenure may have many drawbacks, but it permits a man to speak his mind to his colleagues with freedom and intellectual honesty, without any other penalty than that of being judged by his words. And this makes it possible for men to work together for a common purpose on terms of frankness and friendliness, and to cultivate a spirit of tolerance and understanding that permeates throughout an office and helps to bring out the best that a man can give" (page 23).

Lastly, for those who are really interested in the subject, there is the Northcote-Trevelyan Report itself, recently reprinted as a supplement to the *Whitley Bulletin*.

Civil Service Commission Examination

Competition	Last day for the receipt of applications	Date of examination	Age limits
Executive Class in Home Civil Service: Foreign Service Grade 5, Branch B. (Limited Competition)	10 June, 1954	10 and 11 August	21 to 28 years on 1 August, 1954
Post Office: Assistant Engineer	24 June, 1954	17 to 19 August (Interviews in September)	17½ to 23½ years on 1 March, 1954, with extension for service in H.M. Forces or for established Civil Service
Clerical Class in Home Civil Service: Foreign Service Grade 6, Branch B	8 July, 1954	7 to 11 September	16 to 18 years on 1 September, 1954, with extension for established Civil Service
Clerical Class in Home Civil Service: Foreign Service Grade 6, Branch B. (Limited Competition)	15 July, 1954	14 and 15 September	25 to 30 years on 1 September, 1954, with minimum of 3 years' service
Executive Class in Home Civil Service: Foreign Service Grade 5 Branch B	19 August, 1954	12 to 20 October (Interviews in December, 1954)	17½ to 19 years on 1 September, 1954
Post Office: Postal and Telegraph Officer	16 September, 1954	3 November	16 to 18 years on 1 September, 1954
Officer of Customs and Excise	30 September, 1954	1 to 2 December (Interviews in February, 1955)	19 to 21 years on 1 September, 1954, with extension for service in H.M. Forces or for established Civil Service

NOTE: Enquiries about courses of study in connection with any of the above examinations should be addressed to Council Headquarters or to any of the Regional Secretaries listed on the back cover of this issue. Intending competitors should however first study the Regulations and Syllabus of the particular examination—which can be obtained from the Civil Service Commission, 6 Burlington Gardens, W.1—and should satisfy themselves that they are eligible.

Experiment in Hertfordshire

By Helen M. Wright

RESIDENTIAL COLLEGES for Further Education are becoming increasingly popular, but who has heard of a house given up entirely to music—where you can hire a piano for an hour or longer; play or sing into a recording machine (which will reproduce all your mistakes with devastating faithfulness); entertain yourself and your friends with records of great music on a gramophone such as few of us could ever dream to possess; receive lessons in conducting or theory or the playing of any instrument; spend a week-end studying in a well-equipped music library in peace and quiet, or spend it singing and playing with others?

All this can happen—and does—at “Little Benslow Hills”, headquarters of the Rural Music Schools Association in Hitchin.* The house was left by a generous bequest to the Association in 1952; and it is the pride of those who run it to try to comply with any reasonable request, whether from Rural Music School staff and students or from the general public. Its activities have so far included a week-end of lecture and discussion on string class method, and another on piano class method, for teachers; week-ends of orchestral and chamber music playing, for both amateurs and professionals; days of recorder playing; country dance parties (on the big lawns in summer).

Those who love independence and cheap living are encouraged to come and “do for themselves” at a cost of 6s. a night if they provide their own bed linen, and the cost covers the use of kitchen and gas cooker. The garden provides vegetables at market prices, and milk and bread can be ordered in advance so as to reduce to a minimum the shopping chores. For the fresh-air-fiends the garden offers excellent camping facilities. For the less hardy and domesticated, meals can be supplied at very reasonable costs. Visitors have been unanimous in extolling the high standard of comfort provided, from the softness of the beds to the dimensions of the log fire in the hall.

Hitchin is a pleasant old market town in north Hertfordshire, about an hour's journey from either London or Cambridge, served by the main line railway from King's Cross. “Little Benslow Hills” stands on a hill about five minutes' walk from the station. Its two large music rooms look out on to a spacious garden whose perfect silence is the ideal setting for musical study.

* Address on opposite page.

ADDRESSES

The following are the addresses of the societies and other bodies mentioned in articles in this issue.

National Federation of Music Societies: Mr. R. B. Elwin, B.A., 4 St. James's Square, London, W.1.

Association of Civil Service Art Clubs: Secretary, Mr. F. D. Rees, Ministry of Housing and Local Government, Whitehall, S.W.1.

Council for the Promotion of Field Studies: Secretary, Mr. F. H. C. Butler, M.A., M.Sc., Ravensmead, Keston, Kent.

The National Institute of Adult Education: The Secretary, 35 Queen Anne Street, London, W.1.

Carnegie Trust: The Secretary, The Carnegie United Kingdom Trust, Comely Park House, Dunfermline, Fife.

Rural Music Schools Association: The Secretary, Little Benlow Hills, Hitchin, Herts.

English Folk Dance and Song Society: The Secretary, Cecil Sharp House, 2 Regent's Park Road, London, N.W. 1.



REGIONAL SECRETARIES

Northern: J. W. Smith, Prudhoe House, Prudhoe Street, Newcastle-upon-Tyne, 1. Newcastle 26131.

East and West Ridings: Miss D. E. Ledger, Coronet House, Queen Street, Leeds, 1. Leeds 32761.

North Midland: H. Parkin, Block 2, Government Buildings, Clifton Boulevard, Nottingham. Nottingham 46111 (Ext. 310/11).

Eastern: Miss M. A. Deacon, Block B, Room 47, Brooklands Avenue, Cambridge. Cambridge 58911 (Ext. 239).

Southern: K. Heayes, Blandford Lodge, Pepper Lane, Reading, Berks. Reading 81651 (Ext. 44).

South Western: W. H. Saunders, The Gaunts' House, Room 311, Denmark Street, Bristol, 1. Bristol 22011 (Ext. 236).

Midlands: D. C. Young, Fourth Floor, 205 Corporation Street, Birmingham, 4. Central 1011.

North Western: E. D. Green, Sunlight House, Quay Street, Manchester, 3. Blackfriars 3424 (Ext. 64).

Wales: Miss A. M. Ruby, Room 206, Employment Exchange Buildings, Westgate Street, Cardiff. Cardiff 21066 (Ext. 61).

Scotland: Miss C. C. Whamond, Scottish Education Department, Room 301, St. Andrew's House, Edinburgh, 1. Edinburgh Central 2500 (Ext. 89).

Northern Ireland: W. J. Bell, Government of Northern Ireland Training Centre, Belfast Bank Chambers, 161 Victoria Street, Belfast. Belfast 30451.

London and South-East: Enquiries should be addressed to the General Secretary, C.S.C.F.E., Treasury Chambers, London, S.W. 1.

Venture

Vol. II Number 2

September 1954



Included in this issue

Articles on

MUSIC
MUSEUMS
MARQUETRY

CIVIL SERVICE COUNCIL FOR FURTHER EDUCATION

The Council is appointed by the National Whitley Council with the following objects:

To act as a central organisation for promoting and co-ordinating further education throughout the Civil Service.

To give advice and information on existing educational opportunities for Civil Servants.

To arrange in co-operation with educational bodies for the provision and development of facilities for further studies for Civil Servants.

PRESIDENT:

The Rt. Hon. Sir Edward Bridges, G.C.B., G.C.V.O., M.C.

VICE-PRESIDENTS:

Albert Day, C.B.E.

J. B. Gotts, O.B.E., I.S.O.

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A. Copeman,

Treasury

S. Newell,

Admiralty

J. Ryan, C.B.E.,

General Post Office

D. Tennant, C.M.G.,

Ministry of Labour and National Service

STAFF SIDE MEMBERS:

T. H. Plant

Inland Revenue Staff Federation

(Vice-Chairman),

H. H. Randall,

Union of Post Office Workers

E. M. Thomas,

Ministry of Labour Staff Association

J. L. Williams,

Society of Civil Servants

L. A. Wines,

Civil Service Clerical Association

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H.M. Inspector of Schools

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Treasury Welfare Adviser

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Senior Assistant Education Officer,

L.C.C.

Mr. Edmund Poole,

Workers' Educational Association

Mr. J. T. White, M.C.

Principal, City Literary Institute

Venture

Vol. II Number 2

September 1954

Recruitment and The General Certificate of Education

By C. T. H. Plant

TWELVE MONTHS AGO, the Civil Service Commission, in consultation with interested parties, introduced an experimental method of entry to the Clerical Classes in the Civil Service.

The Commission suggested that boys and girls who possess the General Certificate of Education with passes in five subjects (which must have been obtained at the same examination, and one of which must be the English language) should be excused from sitting the Open Boy and Girl competition for entry to the Clerical Class and, if their health and character were satisfactory, should be assigned speedily to a Clerical post in the Civil Service.

Experience has shown that about 20 per cent of the successful candidates in the Open competition refuse, for one reason or another, to finally take up duty. The Commission are of the opinion that this is due to the long period between application to sit the competition and assignment; appointment away from home is another contributory cause.

The Commission are hoping that this new simplified method of entry will attract many good quality candidates who would not otherwise enter the Civil Service.

The important thing about the experiment is that all the vacancies for this method of entry are in London. London is not staffing itself at the moment, and candidates who enter through the G.C.E.

Candidates have to satisfy the same age qualifications as for the Open competitions, i.e., for the forthcoming examination, candidates have to be between the ages of 16 and 18 on the 1st September, 1954.

Last Autumn, 300 applications were received, but about 140 of these were turned down, mainly on the grounds that the applicants were ineligible on account of age, or that they had not the five necessary passes. Of the 160 people selected by this method, about 25 had also been successful in the September, 1953, Open Boy and Girl examination. Presumably they were anxious to obtain local postings as a result of high places in the Open competition rather than accept assignments in London.

Many candidates also apply to sit the Open competition because applications for the September competition have to be submitted by July, whereas the G.C.E. results are not announced until August.

The Commission are sure that the quality of the G.C.E. candidates is much better than those in the lower portion of the Open competition. Since the War, the Commission have fixed a minimum mark of 400 out of 900 for success in the Open Clerical competition.

The educational requirements for this new method of entry are the equivalent of the Commissioners' own examination. The four subjects, other than English language, in which passes have to be obtained, are restricted to subjects which are the same as, or similar to, those in the Open Boy and Girl competition. The Commissioners will not accept as one of these, subjects such as metal work, household science, and so on.

It is very unlikely that even this year, with more extensive publicity, there will be more applicants under the G.C.E. scheme than the Commission are prepared to appoint, but if that situation arises the posts allocated to the normal competition will not be affected and the Commission would probably use some method of priorities in relation to other subjects in which passes must be obtained as a determinant.

This new method has, at any rate, produced a few more Clerical Officers in London where the Civil Service needs them.

ACCOUNTANCY, BEEKEEPING,
CALLIGRAPHY ZOOLOGY ?

If you have a problem concerning further education in any form, the Council exists to help you to solve it. Please address your enquiries to the Secretary, Civil Service Council for Further Education, Treasury Chambers, London, S.W.1, or to your appropriate Regional Secretary, whose name and address you will find on the back cover of this issue.



*"The man that hath no music in himself,
Nor is not moved by concord of sweet sounds,
Is fit for treasons, stratagems and spoils;
Let no such man be trusted."*

Shakespeare.

"Hell is full of musical amateurs."

G. B. Shaw.

WELL, YOU MAY take your choice! Perhaps, however, there is no real difference of opinion between Shakespeare and Shaw. Maybe the musicians are in torment for lack of opportunity to express the music in them which clamours for an outlet.

Which brings me, of course, to the article in this issue by Sir Thomas Padmore.

Civil Service Music Societies exist to encourage musical amateurs in the Service, of whom there are very many indeed. The new Federation of which Sir Thomas speaks has been designed to help the Civil Service Music Societies.

The Council wishes it every success.

Enquiries about the Federation addressed to Council Headquarters will be forwarded to the Federation's Secretary.

* * *

Increasing interest in the immense subject of Public Administration is emphasised by the fact that the Society founded in 1922 to advance the study of this subject has now become the *Royal Institute of Public Administration*.

Many civil servants take more than a casual interest in this form of study. We are preparing some leaflets about it which will give a general picture of the facilities which are available at Educational Establishments throughout the country. The appropriate leaflet for your own particular area will be obtainable from your Regional Secretary whose address is given on the back cover of this issue, or from Council Headquarters.

Mr. Williams, whose article appears on page 28, is a member of the Royal Institute and is well qualified to speak on this subject.

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I spent a few days recently in a small village in Sussex which boasts a "museum". I paid my threepence and was introduced to its mysteries.

There was a weird collection of stuffed animals in which I had not the slightest interest. I did, however, get value for my threepence, for in one corner I found an example of the old ophicleide or serpent. I did not get a chance to try a surreptitious tootle on it, as the eagle eye of the Guardian of the place was following me with a look which I interpreted as suspicion.

But as I say I got my three penn'orth. No doubt if I had had with me Mr. Gibbs-Smith of the Victoria and Albert Museum, whose article appears on page 24, I should even have got something out of the stuffed kittens!

How much there is of interest about if one only knows where and how to look.

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We receive many enquiries about study for the General Certificate of Education. The Vice-Chairman of the Council deals in his article with a new aspect of this subject.

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I attended the Annual Conference of one of the Staff Organisations during the week of summer we had in the South of England this year. The Council had been invited to arrange a display of literature and explanatory matter about its activities. I was interested to find there was quite a run on the pamphlets and leaflets giving details of the further educational facilities in their particular areas, which Regional Committees put out each autumn.

It could well be that the delegate from Manchester who took away a copy of the booklet *Signpost* which circulates in the North-West Region, was just feeling a bit homesick. I do not know. What I do know is that a lot of effort goes into the collection of information about Evening Classes contained in these leaflets, and that the information is yours for the asking.

We still have copies of the leaflet *What is it? and What is it doing?* which explains briefly the aims and objects of the Civil Service Council for Further Education. Copies of this leaflet can be obtained from Council Headquarters or from the Regional Secretaries.

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Each year we receive information about the Salzburg Seminar in American Studies. The Dean of that institution tells us that he would be interested to receive applications for places at the Seminar from British civil servants.

The courses last for four weeks and are held in an eighteenth-century castle in Salzburg.

The normal age limits are 23 to 35 years and those persons who are admitted are granted scholarships which cover fees, all accommodation and maintenance charges. The cost to a person attending the Seminar consists of the registration fee of approximately £6 plus travelling to and from Salzburg. Special leave cannot be granted. Further information may be obtained from Council Headquarters.

* * *

The picture of the handwriting lesson which we produce in this issue shows Alfred Fairbank, whose article on Italic Handwriting appeared in the September 1953 edition of "VENTURE", giving some instructions in this craft. The photograph was taken at an Exhibition staged by the Council in Whitehall earlier in the year.

Interest in Italic handwriting continues to spread and we hope to be able to arrange further displays in various parts of the country.

* * *

Due largely to the enthusiasm of our previous Regional Secretary in the North Midlands there has been a phenomenal surge of interest in Marquetry in recent years in Nottingham, and our Arts and Crafts Exhibitions reveal that many civil servants are keenly interested in this craft. Mr. Clifford Penny, whose article appears on page 29, is the author of a recent book on this subject* and there is a Society devoted to encouraging amateur craftsmen in this field. The Secretary of the Marquetry Society will be glad to give further information about its aims. His address is given below.

F. H.

SOME USEFUL ADDRESSES

Federation of Civil Service Music Societies:

The Secretary, c/o Civil Service Council for Further Education, Treasury Chambers, London, S.W.1.

The Marquetry Society:

E. D. Vickers, 85 Herne Hill, London, S.E.24.

The Royal Institute of Public Administration:

The Director, 76A New Cavendish Street, London, W.1.

The National Institute of Adult Education:

The Secretary, 35 Queen Anne Street, London, W.1.

The Society for Italic Handwriting:

Miss Anna Hornby, 32 Blomfield Road, London, W.9.

* *The Fascination of Marquetry* by Clifford Penny. English Universities Press Ltd. 6s. net.



[Crown Copyright Reserved]

AN AMATEUR ORCHESTRA
The fiddles warm up before the rehearsal

A Federation of Civil Service Music Societies

By Sir Thomas Padmore, K.C.B.

THIS IS ADDRESSED TO all those readers of "VENTURE" who are, or might come to be, interested in music; and by being interested in music I do not mean (though that has its place) liking to go to a concert at the Festival Hall or the City Hall, or liking to listen with their feet up to all the wonderful forms of musical box that modern science has provided us with: gramophones, wireless receivers and the like. I mean being interested to the extent of enjoying making what one may oneself at any rate be pleased to regard as musical sound in one form or another; or at least, if not oneself performing in anything but the strictest privacy, being willing at times to listen to one's friends and colleagues doing their best, even though that best is usually very far below Festival Hall standards.

I think there is a great resurgence of this kind of activity in this country at present, and that it is an entirely good thing. Taking a minor and incompetent part in it myself (by trying far too late in life to learn to play that maddening machine, the violin) has at any rate given me personally more genuine pleasure than I would have thought possible. Many of us have found listening to professional concerts is like going to a Test Match—all very well in its way, but no substitute for playing in village cricket yourself.

The result of this is that in the Civil Service, as elsewhere, there are a great many associations of people, societies and clubs, which exist to promote and encourage musical activity by civil servants. Some of them are flourishing and competent and some of them are less so. But I think it a pity when any of them dies for the lack of a bit of enthusiastic support properly applied.

Given that there are perhaps fifty Civil Service musical clubs of various kinds in London, and nobody knows how many outside London, some of us have had the idea that it might be a good thing if they were to form between them a Federation of Civil Service Music Societies. "How like civil servants!" you say; "how they love to hold meetings, to erect an official structure in several tiers, to pontificate and move resolutions. What do you want a Federation for, except for that sort of thing?"

The answer is that we do not propose it for any such good Civil Service reasons. We do propose it simply and solely because we think that it might be useful to the many societies which I have mentioned. It would not aim to encroach on their territory. It

would not be an executive association promoting musical activity itself directly. It would not aim to collect large subscriptions and dole out financial assistance. What it would aim to do would be to form a centre through which these societies might get to know more about one another and might be able to help one another. It would aim to find some unfortunate secretary (who, as is the way with secretaries, would do practically all the work), who would be a man with whom the societies might get in touch when in a difficulty which a fellow society might be able to resolve if it knew of the need—perhaps with such things as loans of music, loans of facilities and even perhaps the loan of a second trombonist when the society's regular performer falls sick on the day before a concert. The Federation would know, in course of time, what the various societies were doing. It might establish a calendar of events, seek to avoid unfortunate clashes in dates and let us all know what each was doing so that our colleagues in other societies could, if they could bear it, come and listen to us. In other ways too it should be able to promote friendly co-operation and assist with such general problems as those which occasionally arise over performing rights. How helpful it could be only experiment will show; but that it could be helpful in a worth-while degree is not really in any doubt. And I am sure that it could do so without making a lot of fuss, without getting in people's way and without wasting all our time.

I have been "authorised" by an *ad hoc* meeting of musical societies in the Civil Service to approach all of them to see whether we can get such a Federation on its feet by establishing a worth-while membership from among the Civil Service Societies. This I am now doing. And I hope that there will be a general desire to go on with this plan and to find out by experience whether in a modest way such a body can merely manage to be a good thing or can manage to be a very good thing.

How to Use a Museum

By C. H. Gibbs-Smith

THERE ARE STILL many people—and some who should know better—who feel that Museums are forbidding institutions and therefore places best avoided by all except students and scholars. Yet every museum, even the most dusty of those to be found in isolated towns, can provide plenty of interests and enjoyment if only the would-be visitor would approach them enquiringly and expectantly.

I think the distinction between interest and enjoyment—although those appeals are frequently united—is a valid one; because, to

start with, much of the material in museums is purely informative and to be approached primarily to provide visual facts—facts related to study or business, and background to history, or as examples of craft or technique.

Enjoyment I would place separately to indicate a more intense and personal pleasure in the objects themselves, and such objects would almost certainly be works of art. One of the delightful things about art objects is that enjoyment, although it may be enhanced by knowledge of date, provenance or other technical facts, can come to the spectator spontaneously and independent of surroundings; and one can move freely from a Greek vase to a Toulouse-Lautrec lithograph with a clear conscience and immense profit, without any obligation to *know* about them. It is curious how many men and women feel a kind of guilt about taking simple and natural pleasure in looking at works of art without having “read them up”. Actually the “guilt-free” approach to widely diverse types of art often leads to a desire to know something about them, and so to creating both a new enjoyment and a new interest. But spontaneous enjoyment does not depend on a knowledge of facts; it is a reaction of the spirit to harmony, balance and rhythm of forms and colours, and to the artist’s interpretation of the world and its inhabitants; its effect is to produce a curious, but immediately recognisable, amalgam of excitement and tranquillity.

But museum-going should perhaps involve a certain thought-out technique, if only to preserve one’s feet and one’s temper; for the malady known as “museum fatigue” is very real and very disagreeable. If you happen to find yourself in a strange town and wander into the local museum you must, of course, take what comes: and such small collections are often very absorbing. But if you live in a city with comprehensive museums and galleries it will pay you to go first on a quick “walk-through” tour just to see what is there and to gain a general idea of the scope of the collections. After that you can make up your mind only to visit certain sections at a time, the smaller the better. In this way the physical fatigue will be cut to a minimum and you will feel you can give full attention to what you wish to see, and then leave the building before becoming too tired. Although indiscriminate browsing is often pleasant, it can bring about unforeseen attacks of weariness when the attention wanders unamiably along with the legs.

If a Londoner, it is a good practice for a potential museum visitor to buy the small official guide* and gain a general view of what there is to be seen in the many rich collections in the area.

When using museums primarily for interest and information it is naturally best to write for and study whatever guides are published

* *Guide to the Museums and Galleries of London.* (H.M.S.O., price 2s. 6d.)

before visiting the buildings, and decide in advance on some specially selective tour.

As so many museums and galleries are devoted largely to the fine and applied arts, it might be useful to make an arbitrary division—admittedly dangerous—of the appeals and uses which the objects can offer for the ordinary man and woman. All these appeals can, of course, be present together in any work of art.

The so-called “aesthetic” appeal has been implicitly touched on when we discussed the “pure” enjoyment of a work as such, unaccompanied by historical or technical information. So we come, at the other end of the scale, to perhaps the most obvious use of art—the illustration of a story. Such was the simple intent of tens of thousands of works of art produced from the earliest civilisations down to the invention of photography in 1839, and the introduction of the cinema at the turn of this century. Art as story-telling still survives in the more academic types of painting and book illustration, but it has lost the essential role it played in mediaeval and Renaissance times.

Near to the story-telling function is the function of art as a vehicle for religious teaching and experience, both illustrational and motive; and even if the modern spectator is not himself religious, he must be obtuse indeed not to be concerned with the vital part which the art of the past has played in religion.

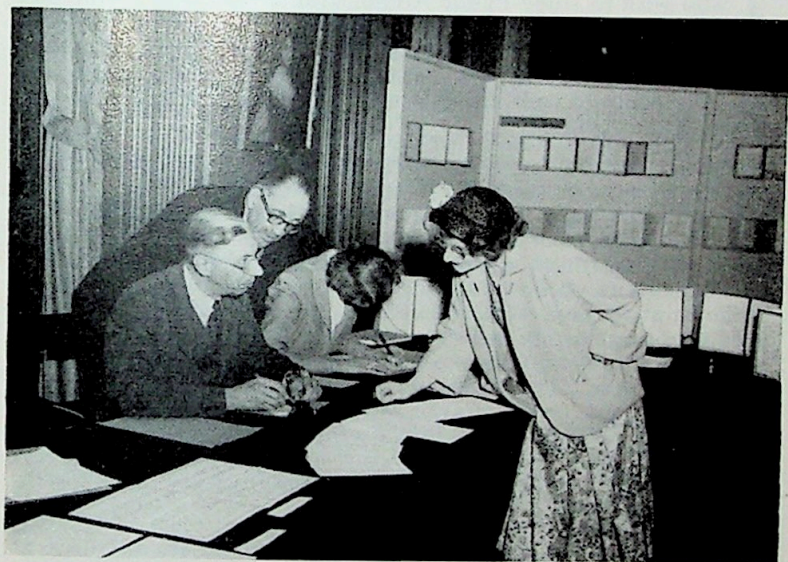
Then one might point to art as providing essential material for the study of history, and add a warning never to use—or at least use only with the greatest care—pictures of historical subjects that are not contemporary.

Next is the question of “escapism”—the use of art to allow the identification of oneself with past or present life, a sphere in which academic painting came into its rather dreary own during the last century. Nowadays we escape mostly into novels, drama and the movies; and there is no danger in thus temporarily fleeing from reality provided one realises what one is doing.

Another rewarding use of the arts is to approach them as examples of highly trained observation, so that by studying what the artist's eye reveals of the world and its works one's own powers of observation are thereby enhanced and enlightened. This is especially true of landscape and portraiture, where the artist's vision not only embraces more than the layman's, but often adds a sensitive commentary upon the objects painted by which our own awareness can be more finely sharpened.

Lastly, it is of lasting benefit to look at and admire the arts—particularly the applied arts—simply as examples of skill and dexterity, as supreme manifestations of the eye, the brain and the hand, working under perfect control of the will and the imagination.

A Lesson in Italic Handwriting



[Crown Copyright Reserved]

This photograph was taken by the Central Office of Information at the Exhibition of Italic Handwriting arranged by the Civil Service Council for Further Education in collaboration with the Society for Italic Handwriting in July of this year.

The Exhibition, which was held in the Conference Room at the Treasury, was opened by the President of the Council, The Rt. Hon. Sir Edward Bridges. That it aroused considerable interest amongst civil servants in the Whitehall area was evidenced by the large numbers who sacrificed part of their lunch-time to attend it.

Study of Public Administration

By J. L. Williams

THE COUNCIL receives many enquiries from civil servants who wish to study Public Administration and who would like to round off their studies by sitting an examination for a Diploma. The Council cannot itself provide instruction nor can it conduct examinations. It can supply information regarding available facilities and offer guidance on the educational standard of the various courses.

The London University Diploma in Public Administration is of post-graduate standing. In addition to having been engaged in administrative work for at least three years, candidates must either be graduates of an approved University or hold a technical or professional qualification approved by the University. Alternatively candidates must occupy at the time of their application a responsible administrative post with a public authority, and although not graduates must satisfy the University that their previous education and experience qualify them to rank on the same level as graduates for this purpose. The University cannot be criticised for maintaining its standards, but unfortunately these regulations restrict this course of study to a very limited number of civil servants. The decision as to admittance to the course of study will rest entirely with the University authorities; each case is considered on its merits.

Regulations governing Diplomas at Provincial Universities are less rigorous and in most instances non-graduates are admitted to the courses of study, which vary in educational standard. Technical Colleges and Schools of Commerce also provide courses in Public Administration but do not generally conduct examinations for the award of a Diploma.

A review of the available facilities does not, in the opinion of the writer, reveal a very satisfactory situation. There is a danger that the D.P.A. may be of no particular interest to those Civil Servants who are eligible to take it (where it is a post-graduate course) while those to whom it is of interest and value may not be eligible. While a course of study must not be too narrow in its scope if an award is to be of real value, a mere programme of academic studies will not meet the requirements of the Civil Service as a profession. If the study of Public Administration is to have vocational value there must be a link with internal staff training on the one hand and with outside educational bodies on the other. Academic studies and

practical experience must be brought closer together if these courses are to provide a satisfying and stimulating experience.

The various institutions concerned with the promotion of good public administration should I think consider whether these gaps can be closed and facilities for study improved and extended.

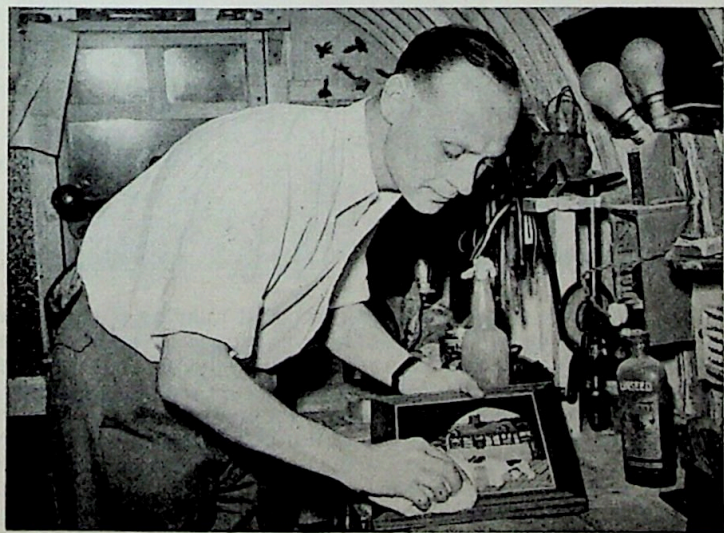
Marquetry— Both Ancient and Modern

By Clifford Penny

BEFORE ATTEMPTING to interest the reader in this craft it is perhaps as well to explain briefly the meaning of marquetry.

Many definitions have been given in handicraft books which tend to confuse the would-be enthusiast of this ancient craft. I have been taught by older craftsmen and abide by their definition that marquetry is the overlaying of an inferior wood with thinner pieces of various *natural* coloured woods of superior quality, cut and assembled to form a pattern. Allied to marquetry are intarsiatura and inlaying, which will be described briefly later.

As far as can be ascertained the history of veneering and inlaying can be credited to the ancient Egyptians around 1400 B.C. Many



tombs when opened in the last century have revealed furniture made with veneer, showing considerable skill and craftsmanship; there were even thin pieces of wood, known today as plywood, the glue still competing successfully with time. Little is known as to the tools used to cut the solid woods into thin veneers; presumably the tools were primitive in comparison with today's machines. But the skill the Egyptians put into the effort cannot be compared with today's mass-production, when quantity and not quality seems to be the only interest.

The craft continued to progress through many empires including the Roman and the Greek, and during the fifteenth century in Italy intarsiatura made its appearance. This method of decoration



was the hollowing out of a solid timber and inlaying it with rare woods, stones, metal, and ivory. This was improved further in the seventeenth and eighteenth centuries by a French craftsman, Andre Chas. Boulle, who inlaid thin pieces of brass, enamelled metal, tortoiseshell, and choice woods. This method is now known as Boulle work. It was during these centuries that marquetry began to make a marked impression on the Continent, and in Britain in particular it was used in the decoration of furniture and pianos. To overlook the names of Chippendale, Hepplewhite and Sheraton, who will always be remembered in the world of furniture as master

craftsmen in design, would be unforgivable. They saw the advantages of using veneer and put it to good use in arranging the natural beauties of the wood in their craft.

The use of marquetry in furniture has slowly disappeared, and present-day demand is for furniture in contemporary design using mainly light-coloured plain veneers. Marquetry has however been revived in the form of pictures for home decoration, and today there are many hundreds of enthusiasts who practise the craft in their spare time. It needs patience and practice at the beginning but as skill is gained by experience, the enthusiast obtains a satisfying sense of creating something which cannot be understood until the attempt is made. Marquetry calls for a combination of drawing ability and woodworking knowledge, although lack of the former does not *necessarily* handicap the beginner. Materials can be bought easily and there are marquetry sets on the market which are a good introduction to the craft. But to the genuine enthusiast they cannot be as satisfying as the creative work involved in making an original design and selecting the veneers without guidance.

Marquetry has been a blessing to many people, both men and women, who have had the misfortune to be disabled in some way or other. Many hospitals have already recognised its advantages and adopted marquetry for the purpose of occupational therapy. Schools are also beginning to see its educational possibilities, as the cutting of a picture calls for individual imagination. It also teaches recognition of many woods and the pupil can derive much benefit and knowledge from this hobby.

This article is of necessity rather brief, but I hope that it will encourage many readers of "VENTURE" to take up this ancient craft. I myself have practised marquetry for many years and have yet to find anything which gives such complete satisfaction, interest and knowledge.

"VENTURE" is published half-yearly for the benefit of civil servants and their families. It is hoped that this copy will circulate rapidly. A personal copy can be obtained on application to the Secretary of the Council at Treasury Chambers, London, S.W.1.

Civil Service Commission Examinations

Competition	Last day for the receipt of applications	Date of examination	Age limits
Post Office: Postal and Telegraph	16 September, 1954	3 November	16 to 18 years on 1 September, 1954
Officer of Customs and Excise. (Open)	30 September, 1954	1 to 2 December (Interviews in February, 1955)	19 to 21 years on 1 September, 1954, with extension for service in H.M. Forces or for established Civil Service

Provisional dates for Competitions during Spring 1955

Clerical Class and Foreign Service Grade 6, Branch B. (Open)	18 November	18 to 21 January	16 to 18 years on 1 March, 1955, with extension for established Civil Service.
Clerical Class and Foreign Service Grade 6, Branch B. (Limited)	30 December	1 to 2 March	Under 30 on 1 March, 1955 (see Regulations when available for particulars of extension in relation to Forces Service)
Customs and Excise: Assistant Preventive Officer. (Open)	13 January	8 March (Interviews in May)	19 to 21 years on 1 March, 1955, with extension for service in H.M. Forces or for established Civil Service
Executive Class and Foreign Service Grade 5, Branch B. (Open)	10 February	13 to 20 April (Interviews begin in June)	17½ to 19 years on 1 March, 1954
Officer of Customs and Excise. (Open)	3 March	10 to 13 May (Interviews begin in July)	19 to 21 years on 1 March, 1955, with extension for Forces Service or for established Civil Service

NOTE: Advice about courses of study in connection with any of the above examinations can be obtained from Council Headquarters or from any of the Regional Secretaries listed on the back cover of this issue. Intending competitors should however first study the Regulations and Syllabus of the particular examination—which can be obtained from the Civil Service Commission, 6 Burlington Gardens, W.1—and should

Regional Chairmen and Secretaries

Northern

Chairman: M. Abbott, Ministry of Labour and National Service, 93A Grey Street, Newcastle-on-Tyne.

Secretary: J. W. Smith, Prudhoe House, Prudhoe Street, Newcastle-on-Tyne, 1.

East and West Ridings

Chairman: A. Milne, Ministry of Pensions and National Insurance, 5-7 New York Road, Leeds, 2.

Secretary: Miss D. E. Ledger, Coronet House, Queen Street, Leeds, 1.

North Midland

Chairman: C. L. Peet, Ministry of Labour and National Service, Block 2, Government Buildings, Clifton Boulevard, Nottingham.

Secretary: H. Parkin, Block 2, Government Buildings, Clifton Boulevard, Nottingham.

Eastern

Chairman: J. E. C. Glasson, H.M. Inspector of Taxes, Cambridge 1st District, Brooklands Avenue, Cambridge.

Secretary: Miss M. A. Deacon, Block B, Brooklands Avenue, Cambridge.

London and South-East

This area is dealt with direct from the Council's Headquarters.

Southern

Chairman: P. E. Pritchard, General Post Office, Home Counties Region Training Centre, The Mansion, Bletchley Park, Bletchley, Bucks.

Secretary: K. Heayes, Blandford Lodge, Pepper Lane, Reading.

South Western

Chairman: E. A. Figures, General Post Office, 13 Woodland Road, Bristol 8.

Regional Chairmen and Secretaries

Midland

Chairman: W. H. A. Sutton, Inland Revenue, 5 Norfolk Road, Edgbaston, Birmingham, 15.

Secretary: D. C. Young, Fourth Floor, 205 Corporation Street, Birmingham, 4.

North Western

Chairman: H. Wallwork, O.B.E., Ministry of Food, North West Regional Office, Sunlight House, Quay Street, Manchester, 3.

Secretary: E. D. Green, Sunlight House, Quay Street, Manchester, 3.

Wales

Chairman: Lt.-Col. T. W. Norrish, O.B.E., Director's Office, G.P.O., Principality Buildings, Queen Street, Cardiff.

Secretary: Miss A. M. Ruby, Room 206, Employment Exchange Buildings, Westgate Street, Cardiff.

North Wales Area Committee

Chairman: T. A. P. Colledge, General Post Office, Telephone Manager's Office, Chester.

Secretary: Miss A. M. Ruby (as above).

Scotland

Chairman: G. J. Brown, Scottish Education Department, St. Andrew's House, Edinburgh, 1.

Secretary: Miss C. C. Whamond, St. Andrew's House, Edinburgh, 1.

West of Scotland Area Committee

Chairman: J. F. Montgomerie, D.C.M., Ministry of Labour and National Service, 440-450 Sauchiehall Street, Glasgow, C.2.

Secretary: Miss C. C. Whamond (as above).

Area Secretary: C. H. Coleman, Board of Trade Office for Scotland, 95 Bothwell Street, Glasgow, C.2.

Northern Ireland

Chairman: Major G. R. McConnell, M.B.E., Ministry of Education, Northern Ireland, Netherleigh, Massey Avenue, Belfast.

Secretary: W. J. Bell, Belfast Bank Chambers, 161 Victoria Street, Belfast.

Venture

Volume II Number 3 March 1955

Included in this issue:

DON'T JUST CALL IT A CREST!

A TRAVELLER AT TABLE

REFLECTIONS OF AN EXAMINER

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Telephone Whitehall 1234, Ex. 329

The Council is appointed by the National Whitley Council with the following objects:

To act as a central organisation for promoting and co-ordinating further education throughout the Civil Service.

To give advice and information on existing educational opportunities for Civil Servants.



Venture

Volume II Number 3 March 1955

Secretary's Notes

Venture appears this time in a new dress. It is our hope that in its "new line" it will catch the eye of those who have not felt the desire to examine earlier issues, and that those who have always found something of interest to them in its pages, will be pleased by the new type.

We have retained the emblem of the oaktree growing out of an acorn, which, in one form or another, has been the Council's "crest" almost from the time of its formation. We have done this because we feel that civil servants are beginning to understand something of the work which has come to be associated in their minds with this crest.

Which, of course, brings me to the article by Mr. Hobson of the Dryad Press.

It is interesting to realise what a large part a simplified form of heraldry plays in modern life. The Manchester case, recently before the ancient Court of Chivalry, emphasises this. No form of public enterprise from the tiny music society or art club to the vast British Railways but must have its distinguishing badge on its notepaper or its engines. Then there are those red triangles which, in differing forms, identify most dissimilar types of public activity! But, to quote a saying, itself based on heraldry, "good wine needs no bush", and we leave the article on page 36 to speak for itself.

Mr. Hobson will be glad to hear from anyone who feels he needs a little guidance in following the line of exploration suggested in the last sentence of his article.*

We have always tried to make it quite clear that the Council does not itself *provide* classes or undertake to give instruction.

It is certainly not proposed to change this policy by providing instruction in good eating! If we have understood her properly, Miss Wiener, whose article appears on page 47, is really suggesting to us that we should derive infinitely more satisfaction from our excursions beyond the Channel, if we equipped ourselves with the knowledge of a foreign language or two first.

What is said about correspondence courses on page 40 applies incidentally to the Linguaphone Organisation of which Miss Wiener is a member.

The article on page 39 is by the Further Education Liaison Officer of the BBC with whose office we are now co-operating quite closely. Help has been given by our Regional Secretaries in arranging listening groups, and in other ways. Stocks of "Listen and Learn" and of the Third Programme Leaflets are now held by our Regional Secretaries and copies may be obtained from them whilst their supplies last.

Of interest to typists and shorthand typists in the Civil Service will be the specimen set of shorthand and typewriting proficiency and grading tests recently published for the Treasury by H.M. Stationery Office. Copies can be obtained (price 2s. net) from any of the Publications Sales Offices of H.M.S.O.

Specimen question papers for the examinations for the establishment of temporary typists Grade I and temporary shorthand typists Grade I can also be obtained from H.M.S.O., price 6d. net.

Reference in an earlier edition to the Salzburg Seminar in American Studies brought a surprisingly large number of enquiries to our office. No doubt a reference to the courses at William Temple College will do so also. This college, which is in Rugby, is an Anglican foundation, but its resources are at the disposal of members of any Christian church or of any others who wish to avail themselves of its facilities. The purpose of the College is "to provide a place where men and women may study the Christian faith in relation to contemporary society". Courses range from short week-end ones to two-year courses for those who desire to prepare for some public examination in theological or social studies. Further information may be had on application to Council Headquarters.

In each issue of *Venture* the examinations conducted by the Civil Service Commission in which serving civil servants are likely to be interested are announced. We think, perhaps, that a little light on the subject of approach to examination papers might be helpful as well. An examiner naturally remains anonymous, just as candidates are known to him by number only. The article on page 42 is therefore unsigned, but not on that account is it any less worth reading.

In talking over his article with the author, I was impressed by what should, I suppose, always have been obvious to me, namely, that the qualities required for good marks in, for example, the English Paper in a Civil Service Examination, are those which carry a civil servant up the ladder—precise understanding, suppression of personal prejudices, clear expression, etc.

I am sure it does us good to have a quiet chuckle at ourselves from time to time. I am therefore closing these notes with a quotation from *A Manual of Education* by Stephen Leacock.

“Every man has somewhere in the back of his head the wreck of a thing he calls his education.”

“Educations are divided into splendid educations; thorough classical educations; and average educations. All very old men have splendid educations; all men who apparently know nothing else have thorough classical educations; nobody has an average education.”

F. H.

Don't Just Call It a Crest!

By Anthony F. Hobson, A.T.D., F.R.S.A.

Heraldry is a subject which may be expected to arouse two questions in the general reader: first, "What is it?"; and second, "Why should it interest me?" I feel that he deserves an answer to both questions.

If you accost that overworked fellow, the Man in the Street, and say to him, "What is heraldry?" he is likely to be capable of only a vague definition. But if you take him to St. George's



Chapel, Windsor, point out the banners and stall-plates of the Knights of the Garter, and say, "What's all this?" he will probably say, "Why, that's heraldry!" So perhaps what the M.i.t.S. needs is not a definition but an explanation of what he sees, for there is more in heraldry than meets the eye.

As to the second question; the answer is that heraldry tells a story, and one which is fascinating in two ways. First, it is a story of our own people. We shall certainly find heraldry abroad; but in every corner of these islands, the display of heraldry preserves the names of families in whose lineage we can trace, as it were, the

strong warp threads of our history. Second, it is a story which we can tell to ourselves, when we know the language: a story which lives in the mind, unencumbered by words.

Originally heraldry was nothing more nor less than a means of recognition on the battle-field when armour became so complete as to conceal the wearer's identity. It was displayed on the shield, which had roughly the shape to which we are still accustomed. Arms can be correctly borne on other and sometimes more decorative shapes, but the use of the "lozenge" or diamond shape is reserved for the armorial bearings of ladies. The expression "coat of arms" springs from the linen surcoat covering the armour, which bore the same device as the shield.

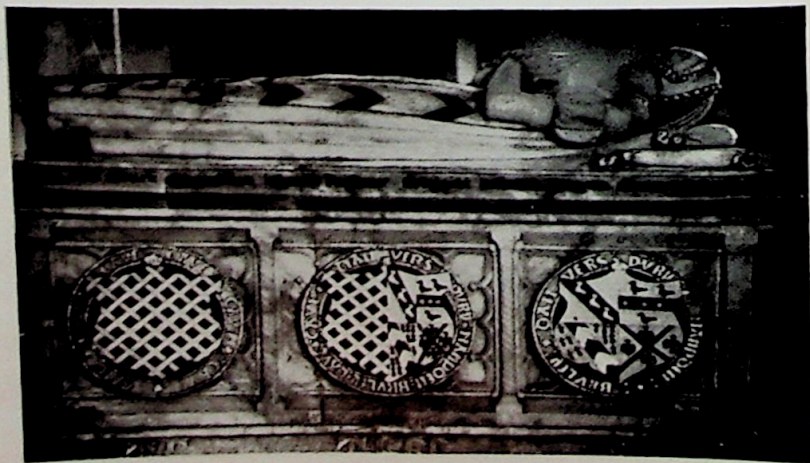
At first it was an easy matter to make one shield differ from the next, but with the rapid spread of heraldry, coats of arms numbering thousands necessarily became more complex in order to differ from one another. The essential quality of recognition was retained by orderly layout, the use of only five "Tinctures", and the application to them of a simple rule.

The Tinctures were divided into the Metals, that is, gold and silver, or yellow and white (called in heraldry "or" and "argent") and the Colours, red (gules), blue (azure) and black (sable). Purple (purpure) and green (vert) were introduced later and are less frequently found. The simple rule referred to is that metal is not placed upon metal nor colour upon colour, thus ensuring the proper contrast between charge and background which is essential for easy recognition from a distance. Ease of recognition also called for bold drawing of the conventional shapes of animals, etc.

Their owners' pride in these personal emblems led to the hereditary nature of coats of arms, which is one of their chief interests. In the display of heraldry, the great names of history recur again and again, but our parish churches are full of the heraldic devices of those who have held the lesser stewardships of manor and mayoralty, of local lands and local jurisdiction. In many cases, such devices have passed completely or been combined into the arms of cities, towns, urban districts, and of course into those of schools and colleges who thus commemorate their founders.

The passing on of arms from father to son demanded the recognition of families allied by marriage and this was recognised by the dividing of one shield between the arms of husband and

wife. Only if the wife was an heraldic heiress (that is, with no brothers to carry on her father's arms) could these arms descend to her children; in which case the shield was "quartered". Both these arrangements are shown below in the photograph of the sixteenth-century tomb of Sir Thomas Cave at Stanford-on-Avon. The left-hand shield shows the "fretty" coat of Cave; the right-hand one the quartered shield of Danvers; and in the centre the two "impaled" to show the marriage alliance. Stanford Church, in its tiny village, is a veritable treasure-house of monumental sculpture and stained glass, with the colour and pageantry of heraldry in evidence everywhere. There are many more like it; and now, with the approach of summer, is the time to seek them out, to follow up your exploration by reading, rediscovering the crisp language of blazon, compiling your own notes with colourful illustrations, and finding that the story of these islands lives for you as it never did in the classroom.



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The Contribution of Broadcasting

By Joseph Trenaman

A listener wrote: "I am alone a good deal and whenever I hear a particularly interesting broadcast I wish I could somehow get in touch with all the others like me who are stimulated but have no one to talk it over with. Is there any way of getting to know them?" It is letters like this which suggest that broadcasting is much more than an informative medium. Indeed, it is the job of the BBC, according to its Royal Charter, to provide "information, education and entertainment".

The BBC's output may be regarded as educational in two ways. On the one hand, there is the rich variety of plays, music, readings and discussions which may, in the course of time, considerably add to the knowledge, understanding and vision of the 96 per cent of the population who are at present reached through broadcasting. One example of the changes which may be taking place is the growth in musical experience. Thirty-two years ago, when broadcasting began, the number of people who attended a symphony concert, judging by the capacity of the concert halls, could not have amounted to much more than a third of a million; the musically educated public was, therefore, a very small minority in the population. Today up to seven million people will listen to at least one promenade concert during any one season and this great expansion of the music-loving public has largely come about through the gramophone and the wireless. So rapid has been this enlargement of musical experience that the BBC has tried to help listeners to add to their understanding and to increase their enjoyment by broadcasting illustrated talks by people like Sir Walford Davies and, more recently Antony Hopkins.

On the other hand, there is an educational expression of broadcasting which is less obvious and less well known. It consists of special series of talks and discussions aimed at the serious listener who wishes to listen and learn. An outline of such "courses" of listening is given in the Corporation's publication distributed free in September and January through all full-time public library branches in Britain, entitled "Listen and Learn".

These special series are not just thought up in producers' offices

in Broadcasting House. They are the result of extensive inquiries by the Corporation's fifteen education officers in every part of Great Britain. Such enquiries include liaison with people in industry, in all kinds of leisure-time activities, with specialists in the universities and technical institutes and in fact with every kind of organised and voluntary educational activity. From such a nation-wide survey the BBC tries to discover new fields of interest and new educational opportunities among ordinary people. For instance, it was found recently that there was an increasing interest in local history and as a result a special series on this subject was mounted. Similarly, we found early last year that people were puzzled by the absence of novelists of the stature of the great Victorians and were reading rather less fiction and rather more non-fiction than hitherto. This again pointed the way to a series of broadcasts on *The Novel* and *The Reader* which has recently been given. Among other such special undertakings have been a series on the problems for parents of the development of normal children and another concerning the lives of ordinary people in various continental countries.

If one looks back over the past twenty-five years, one is struck by the great expansion in the various cultural facilities available to every man and woman, from the public library service to broadcasting and television and from the daily newspaper to the educational film. Soon there will be almost no limit to the opportunities which surround all of us for easy access to music, plays, books and ideas; the question is, are we ready to make the best and most discriminating use of these facilities? It is part of the educational responsibility of broadcasting to try to suggest that there are standards in everything and to help the inquiring listener to distinguish between the average and the best in all things.

Correspondence Colleges

For many civil servants who wish to engage in a particular line of study, the only possible way of obtaining effective tuition is enrolment in a course conducted by a Correspondence College. Civil servants serving overseas are clearly in this position. Our colleagues in Great Britain work in positions

where classes conducted by local education authorities are not available. Even in centres of heavy population, where there are good evening classes, it is often found that the smallness of the demand for a particular subject may make classes in that subject quite impracticable.

The Council makes every endeavour to bring the needs of civil servants to the attention of local education authorities, but where it is obvious that personal tuition is impossible and recourse must be had to correspondence tuition, it is the clear duty of the Council to help in the choice of an appropriate course. We believe that too little is known of the services which we are able to render in this matter, so that a brief restatement may now be useful.

When we are asked for advice on correspondence tuition, we first enquire whether or not oral tuition is available. If it is not, or if, in spite of its availability, the enquirer still wishes to take a correspondence course, we then furnish brief details of the Colleges which we believe will provide in a satisfactory manner the type of tuition required. We are able to do this, as we have investigated the methods of most of the Colleges which provide courses likely to be of use to our people.

Most of the Colleges we advise have an arrangement with us by which, if an introduction card which we provide is produced at the time of enrolment, a reduction of 10 per cent is made in the fee. This reduction is, of course, quite a consideration, but the card itself is an important feature of our organisation. It is ultimately returned to us by the College with which the student enrolls. We are then able to find out from him whether or not he has received satisfactory services.

As in other forms of tuition, perhaps even more so in the case of correspondence courses, the success of students depends so much on the way in which they apply themselves to the work. One other thing. There are excellent postal courses in what we call "cultural" subjects. If, however, the student's goal is an examination, it is disastrous to wait until a few weeks prior to the examination before asking for our advice. Here we cannot do better than quote the excellent statement in the very first edition of *Venture*.

"Surely it is not asking too much to suggest that, if you want to learn anything by a fixed date, you give the teacher a fair chance."

Reflections of an Examiner

The most common faults in examination answers are vagueness, woolliness, and irrelevance. Attempting ideas beyond his means, the weak candidate loses himself in his own obscurity; or, trying to conceal uncertainty or lack of knowledge, he pads out his sentences with vague generalities which, far from concealing his weaknesses, merely reveal them all the more clearly. Irrelevance, however, is the chief fault. Many candidates appear never to have heard that best of all possible pieces of advice to the examinee: "READ THE QUESTION: READ IT AGAIN: and, having read it, ANSWER IT". Some, through careless reading, entirely mistake the question; others see only what they want to see in it and happily answer the question they would like to answer rather than the one set; others, having indeed read the whole question, try to improve on it and answer the question which, in their opinion, the examiner ought to have asked.

So much for the more general advice. What about the individual papers? Most Civil Service examinations have compulsory papers in essay-writing, summarising and comprehension, and general knowledge. Take the essay first. A good essay has style and shape, a beginning, a middle, and an end; its ideas are ordered, its presentation clear. Its argument is always relevant, and not merely a patchwork of ragged and not very closely connected assertions *about* rather than *on* the subject. The same applies to general knowledge papers. A question such as "Examine the obstacles in the way of the further economic development of British colonial territories" is not an open invitation to write all you know about economic life in the British Commonwealth up to now; the point about "further" must be appreciated; "colonial" must not be confused with "dominion".

In the summary question many go astray through failing to follow the rubric—the instructions at the head of the question. A summary should be continuous, of the proper length, and, as far as possible, "in your own words". It is not enough to file various phrases and sentences from the original and stick them together; nor will it do to take the first or "key" sentence of each paragraph, "translate" it, and then add together the sentences translated. A good summary should reveal a thorough grasp

the central ideas of the passage set, the ability to separate the wheat from the chaff, the idea from the illustration. A very common mistake is that of reading into the passage what is not there, of imposing on the author opinions he does not assert or examples he does not mention.

Choice of question in the optional part of a paper must depend largely on individual taste. A question calling for imagination in answering it offers liberty, but it is not a liberty to be misused; the answer needs as much careful planning and organisation as any other. An analytical question demands quick, accurate thinking and terse, lucid expositions. The rubric must be studied carefully, as much for what it does not say as for what it does. A question which asks "Consider the force and relevance of the following arguments" proves a stumbling-block to many candidates. No elaborate knowledge of logic is required, only accurate reasoning. The arguments are not to be liked or disliked, but considered as arguments. Do the ideas hang together? Are there gaps in the chain of reasoning? Does the author use words precisely or imprecisely? Is he misled by his own emotions? Does *he* stick to the point?

Some questions contain statistics, on the basis of which candidates are asked to write, for example, an article for the general reader. Here, again, no special technical knowledge of statistical method is required; what is needed is a quick eye for implications, for the significant detail. How is one group of figures related with another? What in fact do the figures show or suggest? Do they ignore any important factor? Are they in any way misleading?

In conclusion, a few hints. In all papers timing is important, and especially in a paper which may at first sight appear long and unwieldy. The time should, wherever possible, be divided equally between sections (and questions) carrying equal marks. Mannerisms and rhetorical "machinery" should be avoided. "We will next turn to . . ."; "before we go any further . . ."; "I shall hope to . . ." are all irritating and unnecessary. And, as far as possible (though here the flesh may be weak), the handwriting should be legible and neat—if only out of politeness to the examiner.



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Arts and Crafts Exhibitions

The Civil Service Council for Further Education stages, from time to time, through its Regional Organisation, Arts and Crafts Exhibitions and Displays of one kind or another.

It is hoped that these exhibitions will not only encourage amateur artists and craftsmen in the civil service to persevere with these forms of further education but that they will inspire them to raise their standards.

It is our practice on these occasions to display information provided by local education authorities about classes in the arts and crafts which are available in the particular area. In this way we try to encourage those who visit the exhibition, including exhibitors, to avail themselves of opportunities for expert teaching and instruction.

We hope also that those who have latent desires to practise one or other of the arts will be stimulated by these displays to do so.

Below is an outline of the programme for the first half of 1955. Precise information as to dates and times, and details of the procedure to be followed by those civil servants who wish to display their work may be obtained from the Regional Secretaries concerned. Their names and addresses appear on the back cover of this issue of *Venture*. A very cordial invitation is extended to all civil servants and their friends to visit these exhibitions. Admission is free.

Scottish Committee

1-31 March	Edinburgh, Aberdeen, Dumfries, Perth.	Display of Italic Hand- writing.
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East and West Ridings Committee

22-25 March	Priestley Hall, Leeds.	Display of drama, films, fencing, with music, poetry readings, etc., by civil servants in the East and West Ridings.
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Midlands Committee

7-21 May	The Art Gallery, Worcester.	Exhibition of Arts and Crafts by civil servants in Herefordshire and South Worcestershire.
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Eastern Committee

9-14 May	The Art Gallery, School of Art, Bury St. Edmunds.	Exhibition of Arts and Crafts by civil servants in Suffolk, Thetford and Diss.
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North Midland Committee

19-23 May	Y.W.C.A. Hall, Shakespeare Street, Nottingham.	Exhibition of Arts and Crafts by civil servants in the North Midlands Region.
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Venture is published half-yearly for the benefit of civil servants and their families. It is hoped that this copy will circulate rapidly. A personal copy can be obtained from the Secretary of the Council at Treasury Chambers, London, S.W.1.

A Midland View of Further Education

By D. C. Young

If you ask in Birmingham or the Black Country what further education is about, as like as not you will be told it means going to night school to get a National or City and Guilds Certificate. You see, further education is very much a bread-and-butter affair in this part of the country and the emphasis is on technical studies. If you have any doubt of this, stand in Birmingham's Corporation Street and see the mammoth Temple of Technology rising above the eastern skyline. Visit Wolverhampton, Coventry, Dudley or Rugby and you will see fine buildings devoted in the main to pursuit of technical knowledge. This is the age of technology. These centres of learning are an integral and indispensable part of our thriving economy.

Yet, despite the clamour for technicians, precious space is found to an ever increasing extent for the study of the refinements of life. Not only in day schools, church halls, and old houses, but in modern colleges, the age-old arts and crafts are taught. Knowledge is still sought and given for its own sake. After his day amid the industrial bustle, the forge or factory hand in any one of a dozen Midland towns can express his feelings in paint, wood, stone or clay, song or dance. The popularity of these classes, and the quality of the work done, gives reason to believe that a minor renaissance is in progress among the ordinary folk of our land. Nor is this wealth of creative activity confined to the big centres of population. Educational authorities, the Workers' Educational Association, the Extra-Mural Department of Birmingham University, Rural Community Councils, Women's Institutes and like bodies combine to ensure that people in rural areas and small towns do not lack the opportunity of enriching their lives in a wide variety of ways. Often these activities reflect the traditional crafts of the district and help to preserve them against the impact of modern industrial processes.

Enthusiasm for artistic and cultural activities of all kinds is shown even more clearly by the host of clubs and societies devoted to them in Midland towns. People of like interests have gathered in them to study music, drama, art, photography,

literature, languages, and horticulture. There are naturalists' and archaeological societies; there are groups of engineers, historians, psychologists and scientists reaping the advantages of an inquiring mind. Surely, here is the basis of our natural character and culture.

The Council's work is not to tell the civil servant what he or she ought to do about further education. We choose our own path through life. It is sufficient if we are told that there is rich nourishment to one side or the other which will sustain us on our journey.

A Traveller at Table

By Miss E. Wiener

A holiday spent abroad provides us with the most complete change from our daily round that we could devise. Everything is different and new; climate, customs, scenery, conversation and companions. The details which stay longest embedded in our memories are bound to be those things which were most *foreign* to us, whether sights, sounds, scents, words or actions. For my part the most fascinating and unforgettable discoveries are the foreign country's national food and wines; while my most enjoyable recollections are of the times spent enjoying these good things in equally good company.

This is not a plea for holiday gourmandism, of food for food's sake only. Those of us blessed with good appetites and digestions will need no help in enjoying our food for its own sake. The value of *taking an interest* in what is set before us lies in the light which customs in food and drink shed on the life and character of the people; in older, long-civilised lands it is the central point around which day-to-day life revolves. Also to join men and women at the meal table is to know them at their most affable, in their most expansive moments; ten minutes of meal-time conversation tells me more about a people and is worth more than a day's sightseeing of monuments. The British tourist whom one so often sees suspiciously searching a foreign menu for ham and salad is missing much more than he realises.

I can still recall some gastronomic highlights after many years' absence from the lands that produced them. There are the

delicious *chipirones en su tinta* enjoyed in Basque Spain—small squids cooked in their own black defensive “ink”. When I think of Milan, my mouth waters again at the thought of the huge sweet and spicy plum cake called *panettone*, eaten at Christmas and on special occasions. If I open a book by Alphonse Daudet, I remember my stay in the village where he lived, near Arles, and the aromatic *tomates farcies à la provençale*, eaten in the company of the Spanish workers from the nearby rice-fields.

Another warm and hilarious memory is of an evening spent in a mountain chalet-restaurant of Savoie, learning the art of eating the celebrated regional *fondue*. This is made by melting Gruyère cheese in a saucepan which has just received a touch of garlic, and adding a liberal quantity of white wine. The whole is kept boiling and bubbling merrily over a small spirit stove on the table, while all gather round and dip in small cubes of bread on the end of their forks. The trick is to give a twist at the right moment, so that the bread comes out with the right amount of golden molten cheese, not enough to trail across tablecloth and clothes on the way to the mouth. Of course, if the timing and temperature are misjudged, the eater wishes his mouth were of asbestos, and should he drop one of the fiery morsels, he must at once pay for a round of wine for all present. When half the *fondue* has disappeared, there is a break for the drinking of a glass of *kirsch*, then on to the glowing glorious end, when you feel ready to climb Mont Blanc at once!

On such occasions the conversation is, without fail, just as interesting as the meals themselves, and I am always glad that I have taken the trouble to learn the languages of the countries before visiting them. This is really the point of this article appearing in *Venture*: My adventures abroad began from the time I enrolled for a language course: the time spent on study was well worth while.

Civil Service Commission Examinations

Competition	Last day for the receipt of applications	Date of examination	Age limits
Telecommunications Traffic Superintendent the Post Office (Open)	31 March, 1955	24 to 27 May, 1955 (Interviews begin in July)	17½ to 24½ years on 1 March, 1955, with extension for service in H.M. Forces and for established Civil Service
Assistant Statistician (Limited)	31 March, 1955	Beginning on 1 July, 1955 (Interviews begin September)	24 to 35 on 1 August, 1955
Technical Clerk in H.M. Stationery Office (Open)	6 April, 1955	24 and 25 May, 1955 (Interviews begin in July)	At least 22 on 1 March, 1955
Clerical Classes and Grade B6 Foreign Service (Ex-National Servicemen: open)	6 April, 1955	2 and 3 June, 1955	—
Provisional dates for competitions during Summer and Autumn, 1955			
Executive Classes and Grade B5 Foreign Service (H.M. Forces: open)	12 May, 1955	5 and 6 July, 1955 (Interviews begin in September)	Candidates must by 1 August, 1955 be within 1 year of completing or have completed within the last 2 years, a period of service in H.M. Forces
Executive Classes; Grade B5 Foreign Service; Tax Officer, Higher Grade (Limited)	9 June, 1955	9 and 10 August, 1955 (Interviews begin in October)	21 to 28 years on 1 August, 1955
Assistant Engineer in the Post Office (Open)	23 June, 1955	16 to 18 August, 1955 (Interviews begin in September)	17½ to 23½ years on 1 August 1955, with extension for service in H.M. Forces and for established Civil Service
Clerical Classes and Grade B6, Foreign Service (Open)	7 July, 1955	6 to 9 September, 1955	16 to 18 years on 1 September, 1955, with extension for established Civil Service
Clerical Classes and Grade B5 Foreign Service (Limited)	14 July, 1955	13 and 14 September, 1955	Normally at least 25 and under 30 on 1 September, 1955 (but see Regulations when available for exceptions)
Land Registry; Plans Assistant (Open)	14 July, 1955	13 and 14 September, 1955	16 to 18 years on 1 September, 1955 with extension for established Civil Service
Admiralty: Cartographic Draughtsman (Open)	14 July, 1955	13 and 14 September, 1955	16 to 21 years on 1 September, 1955
Ordnance Survey: Cartographical Draughtsman and Surveyor; Directorate of Colonial Surveys: Cartographer (Open)	14 July, 1955	13 and 14 September, 1955	16 to 26 years on 1 September, 1955 with extension for service in H.M. Forces
Clerical Classes and Grade B6, Foreign Service (ex-Regulars: Open)	28 July, 1955	4 October, 1955	—
Executive Classes and Grade B5 Foreign Service (Open)	18 August, 1955	11 to 19 October, 1955 (Interviews begin in December)	17½ to 19 years on 1 September, 1955
Officer of Customs and Excise (Open)	29 September, 1955	1 and 2 December, 1955 (Interviews begin at end January, 1956)	19 to 21 years on 1 September, 1955, with extension for service in H.M. Forces and for established Civil Service

Note: Advice about courses of study in connection with any of the above examinations can be obtained from Council Headquarters or from any of the Regional Secretaries listed on the back cover of this issue. Intending competitors should however first study the Regulations and Syllabus of the particular examination—which can be obtained from the Civil Service Commission, 6 Burlington Gardens, W.1—and should satisfy themselves that they are eligible.

Regional Secretaries

Northern

J. W. Smith, Prudhoe House, Newcastle upon Tyne, 1. Newcastle 26131

East and West Ridings

Miss D. E. Ledger, Coronet House, Queen Street, Leeds, 1. Leeds 32761

North Midland

H. Parkin, Block 2, Government Buildings, Clifton Boulevard, Nottingham.
Nottingham 46111 Ext. 310/11

Eastern

Miss M. A. Deacon, Block B, Room 47, Brooklands Avenue, Cambridge.
Cambridge 58911 Ext. 239

London and South-East

This area is dealt with from the Council's Headquarters

Southern

K. Heayes, T.O.B.4, Whiteknights, Reading, Berks. Reading 61122
Ext. 621

South Western

W. H. Saunders, Room 23, 31 Whiteladies Road, Clifton, Bristol 8.
Bristol 38481 Ext. 280

Midlands

J. C. Young, Fourth Floor, 205 Corporation Street, Birmingham, 4.
Birmingham Central 1011

North Western

E. D. Green, Sunlight House, Quay Street, Manchester, 3. Blackfriars
3424 Ext. 64

Wales

Miss A. M. Ruby, Room 206, Employment Exchange Buildings, Westgate
Street, Cardiff. Cardiff 21066 Ext. 61

Scottish

Miss C. C. Whamond, Room 301, St. Andrew's House, Edinburgh, 1.
Edinburgh Central 2500 Ext. 89

Northern Ireland

W. J. Bell, Belfast Bank Chambers, 161 Victoria Street, Belfast.
Belfast 30451

Problems ?

If you have a problem concerning further education in any form, the Council exists to help you to solve it. Please address your enquiries to the Secretary, Civil Service Council for Further Education, Treasury Chambers, London, S.W.1, or to your appropriate Regional Secretary, whose name and address is above.

Venture

Volume II Number 4 September 1955

Included in this issue are articles on:

BIRD WATCHING

EFFICIENT READING

SPACE TRAVEL

Civil

Competitions

Post Office
and Telegraph

Officer of Customs
and Excise
(Open)

Clerical Class
Foreign
Grade 6, 4
B. (Open)

Clerical Class
Foreign
Grade 6,
B. (Limited)

Customs and
Assistant
tive Office
(Open)

Executive C
Foreign
Grade 5,
B. (Open)

Officer of Customs
and Excise
(Open)

NOTE
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Intending
Syllabus
Civil Service
satisfy the

The Council is appointed by the Secretary of State.
To act as a central organization for the collection of information for the Civil Service.
To give advice and information on the Civil Service.
To arrange in co-operation with educational authorities the development of facilities for further studies.



Venture

Volume II Number 4 September 1955

Secretary's Notes

"And those that were good shall be happy: they shall sit in a
golden chair;
They shall splash at a ten-league canvas with brushes of comets'
hair.
And only The Master shall praise us, and only The Master shall
blame;
And no one shall work for money, and no one shall work for
fame.
But each for the joy of the working, and each, in his separate
star,
Shall draw the Thing as he sees It for the God of Things as They
are!"

RUDYARD KIPLING.

Do people read Kipling nowadays I wonder? The encouragement of good reading is something which I understand Training Officers in the Civil Service have very much in mind just now. It is a subject about which we hope to have something to say in our next edition. Meanwhile, I have two reasons—apart from the fact that I like the swing of Kipling's verse—for opening my editorial pages with this quotation: "When Earth's last Picture is faded".

Firstly, we are the Art and Craft Exhibitions which we have arranged every year to take place in Cardiff on the 31st August. How many men in the Civil Service? The answer is: none? We hope, rather, that it will be a good number of the quoted lines.

Then the reference to "his separate star" make such a reference to space travel which appears in the article is no

The Civil Service Council for Further Education

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Secretary

Frank Hartley
Treasury Chambers, London, S.W.1
Telephone Whitehall 1234, Ex. 329

The Council is appointed by the National Whitley Council with the following objects:

To act as a central organisation for promoting and co-ordinating further education throughout the Civil Service.

To give advice and information on existing educational opportunities for Civil Servants.

To arrange in co-operation with educational bodies for the provision and development of facilities for further studies for Civil Servants.



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Firstly, there are the Arts and Crafts Exhibitions which we have arranged this year, the last of which takes place in Cardiff on the 31st August. What inspires artists and craftsmen in the Civil Service? The competitive spirit? The commercial one? We hope, rather, that it is the spirit indicated in the last three of the quoted lines.

Then the references to "comets' hair" and "each in his separate star" make such an excellent introduction to the article on space

impractical visionary; he is a practising engineer. Mr. Colledge has been a member of our North Wales Area Committee for several years, during most of which he has been its Chairman. He is a Fellow of the British Interplanetary Society and is therefore well equipped to deal with his subject.

As is now our practice we have arranged for Mr. Colledge's help in giving advice to Civil Servants who may wish to study the subject of space travel more widely.

In our reference, earlier in these notes, to good reading, we were thinking of the subject matter to be read rather than the degree of skill displayed by readers. This latter aspect of the subject is dealt with by Mr. Pickard, who is head of the Department of Commerce and Professional Studies at the North Western Polytechnic, Prince of Wales Road, London, N.W.5.

On one of the lovely sunny afternoons we had in July this year, just as we were working on this issue of *Venture*, into our office at Whitehall walked Mr. T. L. Bartlett straight from his beloved St. James's Park. We listened enthralled to stories of Pied Flycatchers and Black-Headed Gulls. The result of course is the article on page 54.

The author is an official observer to the Committee on Bird Sanctuaries in the Royal Parks. The Committee's report for 1953 and 1954 to the Minister of Works, which has recently been published, is in part based on his work, particularly so far as observations in St. James's and the Green Parks are concerned.

Bird watchers of all degrees of experience will find this report (*Bird Life in the Royal Parks*, H.M.S.O., price 2s. 6d. net) packed full of interesting material. The photograph of the pelican which appears on the cover is alone well worth the half-crown.

Mr. Peter Walne, who has prepared for us the article on page 63, is the County Archivist to the Berkshire County Council and, therefore, speaks with authority on his subject. His article, we feel, follows on very well the one on Heraldry in our last issue. It will doubtless bring in an equal number of inquiries to the Council.

Mr. Carlow is an officer of the City and Guilds Organisation. His article on page 60 should enlighten many Civil Servants about

this examining body. Inquiries about examination regulations should be addressed to the City and Guilds of London Institute, 31 Brechin Place, South Kensington, London, S.W.7. Inquiries about classes should, of course, be addressed to us.

Finally, there is the article on short courses at Continental Universities. As is well known, the Chairman of the Council, who has written it, has considerable first-hand experience of education in France. His article was inspired by leaflets we have received about the 64me Cours de Vacances, Langue Française et Institutions Internationales, at Geneva, of which we can supply copies. A mine of information on the subject of educational holidays on the Continent is the handbook *Vacations Abroad* which is published by UNESCO early in each year and which may be obtained from H.M.S.O., price 4s. 6d. net.

We still hold stocks of the last three issues of "Venture" comprising the first three numbers of Volume II. These numbers contain much that is of permanent value; they include articles on such varied subjects as Heraldry and Correspondence Courses; Marquetry and Studies in Public Administration. So long as our stocks last, we shall be very glad to send copies to anyone asking for them. See in this connection the note at the foot of page 53.

Now may I repeat. The contributors to this issue will be glad to advise anyone who would like to follow up the lines of study which their articles suggest. We have lists of books for further reading, leaflets about courses, etc. all prepared, and we shall be happy to send them to inquirers. Letters should be addressed to: The Secretary, The Civil Service Council for Further Education, Treasury Chambers, S.W.1. or to any of the Regional Secretaries whose names appear on the back cover.

F. H.

Can You Read?

By O. G. Pickard, B.Sc.(Econ.), M.Com.

Of course! But can you read efficiently? Have you ever read against a stop-watch and calculated how many words a minute you can take in? How many ideas a minute can you absorb? How many fixations per line do you make? How quickly can you find an answer to a specific question from a series of articles on the subject? Do you "skim" efficiently? Do you regress? Do you vocalise? Do you vary your reading technique and speed as you move from the leader page of *The Times* to the sports results on page 4, or from a novel by Miss Christie to the Blue Book which is your department's "Bible"? As a student can you get through all the reading you know you ought to do? As a civil servant can you cope with all the files that descend into your "In Tray" and with all the journals circulated to you?

Questions of this kind are being asked with the result that it is believed that many people do not cope with their reading efficiently. They learnt to read at school, of course, but, in fact, have never learnt to read efficiently for a life which means dealing with more and more paper work. For example, a short while ago the teachers at Harvard University, U.S.A. became so concerned about the poor reading habits of their students that they devised new kinds of courses in reading efficiency which involved the use of such teaching aids as films and stop-watch tactics. They eventually designed a 16 lesson course which about doubled the reading efficiency of Harvard students. Since then, America has gone in for Reading Clinics and Institutes of Reading Efficiency on the grand scale which we associate with enthusiastic people anxious to embrace anything new, especially if it will help to cope with life more effectively.

One of the directors of a great British industrial organisation, Imperial Chemical Industries, during a visit to Harvard University was much impressed by what he saw of the reading efficiency course. He brought the ideas and teaching material back with him and more than a hundred of his colleagues and staff have since been put through the 16 lesson course with good results. Beginning at about two hundred words a minute the students

finished at about three hundred and fifty words a minute with no loss of comprehension. But this for various reasons probably exaggerates the improvement on the course and I.C.I. say that it is safer to claim an improvement of only 40 to 50 per cent. Even so this is worth having when you consider how much time administrators and executives spend in reading.

Now one of the London polytechnics has imported the Harvard material and will be offering the course to anyone interested. Courses will be available for staff who can secure release from their employment during the day; evening courses will be offered to those who cannot get time off from work. It will be interesting to see whether there is the same scope for improving reading efficiency in this country as the Americans say they have found.

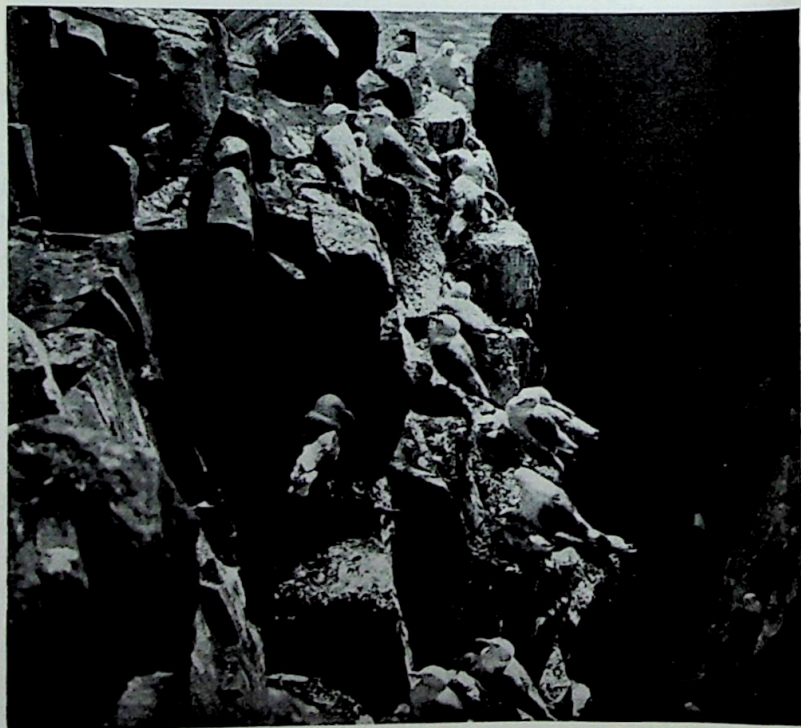
Of course, improving people's reading efficiency is only part of the wider problem of improving all our techniques of communication. Writing, speech and the use of the telephone, as well as reading, are important skills which have to be used all day and every day. In England, and not the least in the Civil Service, we have done much to improve writing and the use of the telephone, but we have not yet, perhaps, done all we should to improve reading skills. We cannot all expect to read a page at a glance as Oscar Wilde did, but maybe we can achieve the 40 per cent improvement reported by I.C.I.

Venture is published for the benefit of all civil servants and their families. It is hoped that this copy will pass quickly from hand to hand. Anyone who is particularly interested in this issue and would like a personal copy can obtain one from the Secretary of the Council at Treasury Chambers, London, S.W.1. or from one of the Secretaries listed on the back outside cover.

Watching Ducks in St. James's Park

By T. L. Bartlett, B.A., M.B.O.U.

We are indebted to three pleasure-loving Kings, George IV, Charles II and Henry VII for transforming the leper maidens' tidal cow leas into a Royal Park. St. James's Park covers 93 acres. It has interesting geological depths and gently sloping Nash-mode contours to ease body and mind away from business towards the water and the ducks. Henry VII studied parrots as well as horses in his new walled deer park. James I grew mulberries



Kittiwake Gulls on the Farne Islands

and kept cormorants there: but it was Charles II who turned the area into a pleasant park with bird cages, duck islands, and a canal well stocked with waterfowl. On his way to Church, Pepys sat down and fell fast asleep watching the ducks. Other distinguished folk such as King Canute and Neville Chamberlain also came this way watching the rising tide, or counting the redwings.

Why do redwings from Scandinavia, gulls from the Baltic and tufted duck from Siberia meet us at lunch-time in St. James's Park? The funnel-shaped Thames estuary attracts birds upstream. Then at a sharp bend in the River the keen-eyed bird spots trees, the glint of still water complete with a white decoy duck, green cover and some of its kindred. Here it is safe from the fowler. Down it comes and like Bryant's "Waterfowl", finds rest among its fellows. Tomorrow this wanderer will share its London banquet with bright-coloured captives assembled from the ends of the earth. Altogether there are about 30 introduced species and 20 other water or waterside birds that come to the Park. It is easy to sort out the "introduced" birds by their pinioned wings and colour-ringed legs. The *surface feeding* mallard, widgeon, teal and shovellers sort themselves out from the *diving* pochards, tufted ducks and scaup by carrying their tails out of the water.

If you have difficulty in sorting out some of the moulting females, remember ducks and drakes of the same species have approximately the same *shape* and *size* and they cut similar contours against water, land and sky. So instead of relying solely on colour-splash identification study other differences between female pochards and female tufted ducks and then memorise the constant January to December features ("Jizz") of other female ducks.

The Tufted Ducks are my favourites. Dozing with their slate-blue bills and golden eyes buried in their dark plumage they look comfortably at home: this park is one of their original London breeding centres. My first ringed tufted duck was caught on a balloon cable. A second came down on Dulwich Common and had its number taken by a policeman. Since 1942 I have ringed 200 ducks and 500 black-headed gulls. From recovery reports it appears that in winter the tufted ducks move about more erratically than the gulls—dispersing N., S., E. and W. from the Park. Then after March they move resolutely N.E. towards their quiet individual breeding places near the Arctic Circle. Some travel up the Baltic past Archangel to Novaya Zembla and others

cut through the Iron Curtain, past Moscow, to rear families in Siberia. No. 334123 ringed in the Park on 19/3/49 touched down in September, 1949 at the mouth of the Obi, a distance of 2,500 miles.

In winter 800 gulls crowd into the Park. It is fun sorting out the four species: and if you have the right baits you can get on speaking terms with individual black-headed gulls such as "Topsy" who was ringed 10 years ago. The most interesting thing that ringing reveals is not that these gulls go to Perry Oaks or the Baltic to breed but that year after year they return to the same feeding stations. The "Park" gulls—marked with green plastic rings—have no dealings with the white-ringed "Embankment" gulls who are caught year after year at the same bridges (Westminster, Putney, Hammersmith) where they were first ringed.

As over 50 species of wild birds from 13 of the 19 British orders enter the Park each year, it is possible for the regular watcher to get to know not only ducks but a representative assortment of British birds.



Is Adventure Dead?

By T. A. P. Colledge, B.Sc., M.I.E.E.

Throughout the ages man has sought adventure. He has explored his world, generally under the most adverse conditions. It was this lure of adventure and the desire to penetrate the unknown that made Marco Polo, Columbus, Amundsen and many others undertake hazardous and perilous journeys.

Today, the numerous achievements of science, many of which mean little to us, are rapidly paving the way to make man free to roam the universe. This is an adventure that transcends all others and will require to the full man's thoroughness and fortitude.

Many are the perils that man will have to face when he ventures into uncharted space. His rocks will be the debris of exploded suns; his winds and currents the pull and push of gravitational and magnetic fields; his pestilence the cosmic and other rays.

He will need mighty forces to lift him from the earth and he will attain speeds a thousand times greater than those he now considers commonplace.

His will be the achievement and the right to set foot on other planets where no living thing has been before, and his the right to unravel and use the elements that Nature has created and left. To do this he will require to use all his knowledge, imagination and experience.

The difficulties of starting this adventure must not be underrated. Columbus had many a setback before he set sail. This venture will require no less of a struggle to get started, as the effort must be on a national scale at least.

The ship must be a rocket, for we have none other more suitable. It must be self-contained, and its fuel self-consuming, since it will get no assistance in space. The food, water and air for the crew will have to be taken in sufficient quantity not only for the outward but also for the return journey. There will at first be no intermediate halt in the pioneer effort. It will not be a journey to compare with that of Columbus, but rather with Amundsen's dash to the South Pole. The Moon, Mars or Venus will not yield up their products without preparation and hard work. It is for the future to set up the stations there and elsewhere.

Much thought and research will have to be given to equip the ship with the minimum of requirements. The crew will have to cover many fields of knowledge, while the food, water and air will have to be concentrated.

This year the scientific world is engaged in a concerted effort to explore and collect all the information about the envelope of our atmosphere. All means are being employed, not least of which are rockets which transmit information by radio during their flight well out into the higher regions of the earth's envelope. These robots are the vanguard of our attack on space.

Soon now, relative to the age of our planet, we will have a station in an orbit circling the earth. At first it will be a robot transmitting information by radio. Later it will be manned. From such a station it will be comparatively easy to launch our ship into space, as the pull of earth's gravity will be so much less. It is from there that we will be able to break our last shackle and to direct our movement among the planets.

The moon will without doubt be our first objective. Initially it will be circled only, but later a landing will be made. Its crust, like ours, should be 50 per cent oxygen in chemical combination so that we can, by suitable means, obtain a plentiful supply of this essential element. There, under a clear plastic dome, we will construct our first planetary station. It will be self-supporting. The moon, however, is unlikely ever to be much more than a halt for fueling and a jumping off point. Its low gravitational pull makes it comparatively easy to leave.

It is to Mars that we will most likely look for our first main outpost. It is a planet that most nearly resembles the earth. Venus, with her perpetual cloud through which there is no break, may be an even more ideal place. Who knows?

It will be the adventurer's wonder to see the earth, his motherland, from afar in all her glorious colours and his the right to transport and transplant some of her glories to our drab neighbours.

Man's intense curiosity and energy will make these things possible. Let us lay aside our wasted efforts in killing one another, tap the universe for its treasures, and make our living space infinite.

University Courses Abroad

By G. W. W. Browne

During the coming winter many readers of *Venture* will be taking courses in foreign languages, and by the summer a number of them will be feeling so proficient in the language of their choice that they will be thinking of ways in which to put their skill into practice.

The most obvious way of doing this is by taking a holiday in the country where the language is spoken; and it certainly adds a great deal to the pleasure and interest of the holiday to be able to talk a little with the natives and read their newspapers. One of the results of a more serious study of a language is, however, that one becomes interested in the life and literature of the people who speak it, and perhaps also in the history of its growth and development. But it is not very easy to satisfy this interest in the course of a simple holiday.

In order to cater for this interest on the part of students the universities of a number of countries in Western Europe run holiday courses during July and August. These courses offer, for those who take their foreign languages moderately seriously, opportunities of hearing lectures on the cultural life of the country by reputable and often distinguished authorities. There are also classes and study groups on more humdrum things such as essay writing, translation and pronunciation, which are run by good teachers.

Many of these universities are situated in beautiful and interesting parts of the country and excursions to neighbouring places of interest are regularly organised.

The university authorities will provide the intending student with lists of *pensions* and also of private families with whom students may lodge during the course. The private family is to be recommended in preference to the *pension* every time. *Pensions* are very instructive and amusing from the international angle—I once stayed for a short time in one where there were about forty-five students who hailed from nineteen countries—but they do nothing to improve one's performance in the language. In fact their effect is just the opposite because one tends to drop

into a pidgin version of the language of the country or else one finds oneself constantly used by other students as a means of exercising their imperfect English. On the other hand, living in a family introduces one directly into the life of the country and offers a good opportunity of discovering how other people live and think.

The main snag for civil servants about these courses is that they are designed to last for a longer period than they can afford. However, it is possible in most of them to register for a fortnight, and even this space of time, provided one has more than a smattering of the language, is enough to make a very considerable improvement in one's knowledge of the language and one's performance as a linguist.

“The City and Guilds”

By S. G. Carlow, A.C.I.S.

Many readers will probably, at some time or other, have come across the name “City and Guilds of London Institute” or more simply “City and Guilds” and will have wondered who they are and what they do.

The “City and Guilds of London Institutes for the Advancement of Technical Education” was formed in 1878 by the Corporation of the City of London jointly with the City Livery Companies (or Guilds) and it received the grant of a Royal Charter in 1900. But its real history goes right back to the Middle Ages, when craft training and apprenticeship formed the basis of the old craft guilds.

Each craft or calling had its own Guild, composed of Master Craftsmen, and each had a rigid code of discipline—with fines for those failing to come up to the mark—implemented by inspection to ensure the maintenance of a high standard of product. The Masters were under liability to impart to their apprentices the arts and skills of their trade, to provide food, clothing and shelter, and to ensure the adequate religious instruction of those under their charge. The apprentices on the other hand, were bound to serve

their Masters loyally and to apply themselves diligently to the study of the craft techniques. Examinations formed part of the inspection procedure, although the apprentices were of course tested orally and practically, so being spared the modern tyranny of the written examination paper! The products were also carefully inspected, and in some instances were forwarded to the Guild Hall to be "marked" as reaching the approved standard—a feature which persists, even today, in the case of gold and silver ware.

Many hundreds of such Guilds existed, right through to the middle of the 18th Century.

Then came catastrophe.

The invention of the steam engine, the power mill, and other benefits(?) of the industrial revolution almost wrecked the system. The youths of the day were no longer content to take indentured apprenticeships when the mills offered far higher rewards, and one by one the smaller Guilds ceased to operate.

But about 80 survived, and today their descendants are to be found among the great Livery Companies of the City of London; it was these descendants of the old Guilds who, with the Corporation, founded the present Institute in 1878, with a view to a revival of craft training in industry.

The new body established a Technical Training College at Finsbury, providing courses in science and engineering; an Art School at Kennington, which still flourishes and a Central College at South Kensington now known as the City and Guilds College, which provides training in Chemistry, Physics and Engineering at University level.

The fourth branch of the Institute, the Department of Technology, is that which is probably most widely known. It recommends courses of instruction to be taken in Technical Colleges and offers related qualifications for those engaged as craftsman and technicians. From the small beginnings of 1880 when some 200 came forward, the work has grown to the extent that in 1955 over 100,000 entries were received from all parts of the British Commonwealth for examinations covering almost every aspect of modern industrial organisation.

How does the Department of Technology work? By a series of Advisory Committees, each related to a particular craft or trade, it is able to evolve appropriate courses of training for adoption in technical colleges. Each committee carries representatives from

both sides of the particular industry, employers and employees, from the professional bodies, from the Ministry of Education, and from technical college teaching staffs. In this way courses are devised which, while meeting industrial requirements can be translated into satisfactory college courses extending over so many hours per week for so many sessions. Side by side with theoretical and practical training in the actual craft or trade, students study the related subjects of drawing, calculations, and science, and are always encouraged to aim at the attainment of "grouped course" certificates.

The scope of the Department's activities is very wide, and there are appropriate training schemes for all kinds of mechanical and electrical engineers, for textile workers of all grades, for building operatives; carpenters, plumbers, slaters, decorators, bricklayers, plasterers, etc., for chemical workers in the plastics, rubber, gas and petroleum industries; for those in the catering world, the printing industry and in retail distribution, while for women there are appropriate courses in needlecraft.

The high regard in which City and Guilds qualifications are held is due to the care with which the courses are devised, and to the complete uniformity of question papers and standards; whether the candidate sits in Manchester or Malaya, in South Shields or South Africa, he takes the same paper, set and marked by the same examiner, and yet he remains throughout merely an anonymous number.

Problems

If you have an educational problem of any kind the Council will help you to solve it.

Please address your inquiries to the Secretary, Civil Service Council for Further Education, Treasury Chambers, London, S.W.1. or to your appropriate Regional Secretary, whose name and address will be found on the back outside cover of this issue.

A National Paper Chase

By Peter Walne, M.A., F.R.Hist.S.

The variety of the history of Great Britain is infinite. The story is one of kings and battles, riches and poverty, industry and commerce, small men and their lives in a restricted sphere. The poet Gray, in his meditations in the churchyard at Stoke Poges, characterised the life of so many of his contemporaries as "the short and simple annals of the poor". If Gray had looked at all the documents in the parish chest, he would perhaps have revised yet again his polished lines, for the annals of the poor are anything but short and simple, as the mass of evidence concerning them will prove.

As the variety of history is infinite, so are the sources from which the story is written. In the Public Record Office in Chancery Lane are preserved the records of the Courts of Law and of the complex machinery, which has evolved across the centuries and is called the Government and its departments. These records begin with Domesday Book and continue down to those records, which many readers of this magazine must have compiled or handled in the course of their work. It is no idle boast that the national records of England are the most comprehensive, continuously preserved series in the world. The General Register House in Edinburgh houses a proportionately comprehensive series for Scotland. Being the records of Government and the law, these are strictly controlled by statute and their preservation ensured as a public responsibility.

But what of all those other records in parish chests, in private muniment rooms, in attics, cellars, even in pigsties, in solicitors' store rooms and countless other odd corners? What of those documents all too lightly characterised as junk and waste paper, fit only for the pulping machine or the lampshade maker? It is they which form the object of this national paper chase.

More particularly since the end of World War II, this chase has been vigorously pursued. Since that time, with certain notable exceptions, where the work began well before 1939, most of the counties of England and some in Wales and many of the larger urban authorities have established record offices, where the records

of the particular local authority and its predecessors are preserved in a manner similar to the national public records; and into which are received, on deposit, records of all kinds—title deeds, accounts, correspondence, diaries, business and official papers, maps and plans—which may exist in private keeping.

Changes in economic circumstances and social conditions have combined to make it impossible for many persons, who would otherwise care for their documents, to do so: and most are ready willing to co-operate with local record offices so that the records will be preserved, listed and made available to those who have an interest and a desire to learn from them. The existence of a local record office frequently acts like a magnet in bringing to light documents, whose existence was unknown or which had been lost for many years. The records of the Court of Quarter Sessions of a small borough, dating from the 17th century, came to light in a solicitor's attic. Much correspondence of Edmund Burke was found stored in a pigsty, and a nest of mediaeval charters was found in the roots of a tree. No hiding place is too unlikely and none so unusual that it should be neglected.

History isn't all battles and kings, "Good Things" and "Bad Things". The highlights need shadow to make them stand out and the big things need the smaller ones to show them in their true perspective. So, the diary of a private soldier on campaign with Wellington may help towards a better understanding of both the Iron Duke and Napoleon. The accounts, correspondence and diaries of an 18th century landowner and his agent may do much to correct misconceptions about social relationships and life on a big estate. The examples could be multiplied many times from the records which have been saved from destruction or rescued from oblivion in the past decade.

Preservation is not an end itself but only the means to a fuller and more useful life for the documents. Nor is it for the sole benefit of the professional historian. The documents preserved in local record offices are there for the use of anyone who may have an interest in their contents and what those contents are, only a visit to the office and a talk with the keeper of the records will disclose. Why not try it?

"From the acorns . . ." is an appropriate byword for the work of those whose job it is to preserve the written records of the past.

Civil Service Commission Examinations

Provisional dates for forthcoming competitions

Competition	Last day for the receipt of applications	Date of Examination	Age limits
Clerical Classes and Grade B6 Foreign Service (among Ex-National Servicemen-open)	20 October, 1955	13 and 14 December, 1955	Service in H.M. Forces must have been completed not earlier than 3 June, 1954 and before first day of examination, unless on terminal leave on that day
Clerical Classes and Grade B6 Foreign Service (Open)	17 November, 1955	17 to 20 January, 1956	16 and under 18 years on 1 March, 1956 with extension for established Civil Service
Clerical Assistant (Open and Limited)	24 November, 1955	24 January, 1956	15 and under 20 years on 1 February, 1956
Clerical Class and Grade B6 Foreign Service (Limited)	29 December, 1955	1 and 2 March, 1956	Normally at least 25 and under 30 on 1 March, 1956 (but see Regulations when available for exceptions)
Customs and Excise: Asst. Preventive Officer (Open)	12 January, 1956	6 March, 1956	19 and under 21 years on 1 March, 1956, with extension for service in H.M. Forces or for established Civil Service
Executive Classes and Grade B5 Foreign Service (Open)	16 February, 1956	17 to 24 April, 1956	17½ and under 19 years on 1 March, 1956
Land Registry: Plans Assistant (Open)	24 February, 1956	1 and 2 May, 1956	16 and under 18 years on 1 March, 1956, with extension for established Civil Service which may be extended by any record of compulsory Service in H.M. Forces under National Service Acts
Ordnance Survey: Cartographical Draughtsman and Surveyor; Directorate of Colonial Surveys: Cartographer (Open)	24 February, 1956	1 and 2 May, 1956	16 and under 26 years on 1 March, 1956, with extension for service in H.M. Forces
Admiralty: Cartographic Draughtsman (Open)	24 February, 1956	1 and 2 May, 1956	16 and under 21 years on 1 March, 1956, with extension for service in H.M. Forces
Officer of Customs and Excise (Open)	1 March, 1956	8 to 11 May, 1956	19 and under 21 years on 1 March, 1956, with extension for service in H.M. Forces or for established Civil Service
Clerical Assistant (Open and Limited)	22 March, 1956	15 May, 1956	15 and under 20 years on 1 June, 1956
Post Office: Telecommunications Traffic Superintendent (Open)	29 March, 1956	23 to 26 May, 1956	17½ and under 24½ years on 1 March, 1956, with extension for service in H.M. Forces and for established Civil Service
Clerical Classes and Grade B6 Foreign Service (among Ex-National Servicemen)	5 April, 1956	5 and 6 June, 1956	Service in H.M. forces must have been completed not earlier than 15 December, 1954 and before first day of examination unless on terminal leave on that day
Executive Classes and Grade B5 Foreign Service (for H.M. Forces candidates)	3 May, 1956	26 and 27 June, 1956	Candidates must be 1 August, 1956 be within 1 year of completing, or have completed, within the last 2 years, a period of service in H.M. Forces

Note: Advice about courses of study in connection with any of the above examinations can be obtained from Council Headquarters or from any of the Regional Secretaries listed on the back cover of this issue. Intending competitors should however first study the Regulations and Syllabus of the particular examination—which can be obtained from the Civil Service, 6 Burlington Gardens, W.1—and should satisfy themselves that they are eligible

Regional Secretaries

The Council has a Secretary in each of the standard Regional cities. Their names and addresses and telephone numbers are given below. The appropriate Secretary for your particular area will be glad to deal with your inquiries.

Northern

J. W. Smith, Prudhoe House, Newcastle upon Tyne, 1. Newcastle 26131

East and West Ridings

Miss D. E. Ledger, 44 The Headrow, Leeds, 1. Leeds 33041 Ext. 7

North Midland

I. Parkin, Block 2, Government Buildings, Clifton Boulevard, Nottingham. Nottingham 46111 Ext. 210

Eastern

Miss M. A. Deacon, Block B, Room 47, Brooklands Avenue, Cambridge. Cambridge 58911 Ext. 239

London and South-East

This area is dealt with from the Council's Headquarters

Southern

K. Heayes, Room 187, T.O.B. 4, Whiteknights, Reading, Berks. Reading 61122 Ext. 621

South Western

H. Fieldman, Room 23, 31 Whiteladies Road, Clifton, Bristol 8. Bristol 38481 Ext. 280

Midlands

J. M. Sutton, Fourth Floor, 29 Bagot Street, Birmingham 4. Aston Cross 3641

North Western

E. D. Green, Room 424, Ministry of Labour Office, Aytoun Street, Manchester, 1. Manchester Central 4433 Ext. 29

Wales

Miss A. M. Ruby, Room 206, Employment Exchange Buildings, Westgate Street, Cardiff. Cardiff 21066 Ext. 61

Scotland

Miss C. C. Whamond, Room 304, St. Andrew's House, Edinburgh, 1. Waverley 6591 Ext. 44

Northern Ireland

W. J. Bell, Belfast Bank Chambers, 161 Victoria Street, Belfast. Belfast 30451

Venture

Volume II Number 5 March 1956

Included in this issue are articles on:

BOOKS

BOTANY

BAMBOO PIPES

The Civil Service Council for Further Education

President

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G.C.B., G.C.V.O., M.C.

Vice-Presidents

Sir Albert Day, C.B.E.
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H. Lowery	<i>South-West Essex Technical College</i>
G. Mayor	<i>Senior Assistant Education Officer, I.C.C.</i>



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Secretary's Notes

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Henry VI, Part II

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*Senior Assistant Education Officer,
L.C.C.*

Secretary

Frank Hartley

Treasury Chambers, London, S.W.1

Telephone: Whitehall 1234, Ex. 329

The Council is appointed by the National Whitley Council with the following



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To act as a central organisation for promoting and co-ordinating further education throughout the Civil Service.

To give advice and information on existing educational opportunities for Civil Servants.

To arrange in co-operation with educational bodies for the provision and development of facilities for further studies for Civil Servants.



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Going recently to the Mary Ward Settlement in Bloomsbury, to sample the further education going on there, I found myself listening to a group of young people between the ages of 18 and 80 playing on bamboo pipes. As an amateur orchestral conductor, I was staggered at the almost perfect intonation, and there and

efficiency vary from the excellent to the very, very bad. On the other hand, however, there are many people who do not use them at all, or do not use them completely, although it would be to their advantage to do so. This is partly because people have not yet learned sufficiently how much and in how many different ways books can be useful, partly because they do not appreciate the kind of service that the average public library offers. They have some wrong ideas—either that it is merely for “popular” reading, or that it is not, that the books are old or dirty and so on.

First of all let me make it clear that the average public library seeks to provide *everything* that may be useful to any reader. This does not mean that it offers multiple copies of the latest popular novels—though it does offer a good selection of recent as of older and standard fiction. It does mean that the general reader, whether he is interested in art, music, social conditions, politics, travel, chess, gardening, history, biography or what you will, should always find on the shelves a good selection of material on his particular subject. No less important, any reader, however specialised and unusual his needs, can ask for what he requires and will nearly always have it given to him. Public lending libraries have indeed two main duties. One is to see that a good, varied, up-to-date, really comprehensive selection of books on all matters of general interest is always available on the shelves. The other is to help individual readers seeking specific items for any particular purpose. Strangely enough the former is the more difficult to accomplish because, naturally, those items which are in most demand, and those which are of most interest or most use to most people, will spend their time in the homes of readers and seldom rest on the shelves. As to the latter, books asked for by readers can be provided in various ways, e.g. by “reserving” them for the requester when they are brought back, by buying extra copies, or by borrowing books, by means of a nationwide system of inter-library co-operation, from other libraries, public, university or specialised, throughout the country, even, exceptionally, from libraries abroad. The important point so far as the reader is concerned is that no matter where he lives, or what he wants (so long as it is not a purely “ephemeral” item or a work of fiction), if he asks at his local public library he will very seldom be disappointed. For example, borrowers from the Westminster Public Libraries last year asked specially for 43,058 books which

were not on the shelves at the time when they were sought. Only 367 of these items (.8 per cent) were not sooner or later supplied. Much the same kind of service is given by many other libraries. Everyone should, therefore, in his own interests both make a habit of visiting his local library to discover there what is available to meet his own personal interests—and also to learn something of the immense range and variety of books—and, if he does *not* find what he wants he should *ask* for it.

In addition to the lending of books for home reading, public libraries, especially in the larger towns, maintain comprehensive reference libraries at which information on all manner of themes may be obtained. Here also there are facilities for study and research. Moreover, at most libraries a wide selection of the more important periodicals may be consulted—and of many, back files are kept.

Everyone is entitled to the free use of the public library. No charge whatever is made. Everyone, indeed, should *expect* to enjoy the full services of a good public library. If your own should prove inadequate you will be wise to ask your local council to improve it—but first visit it, test it, ask for what you require and see how you fare.

My First Pipe

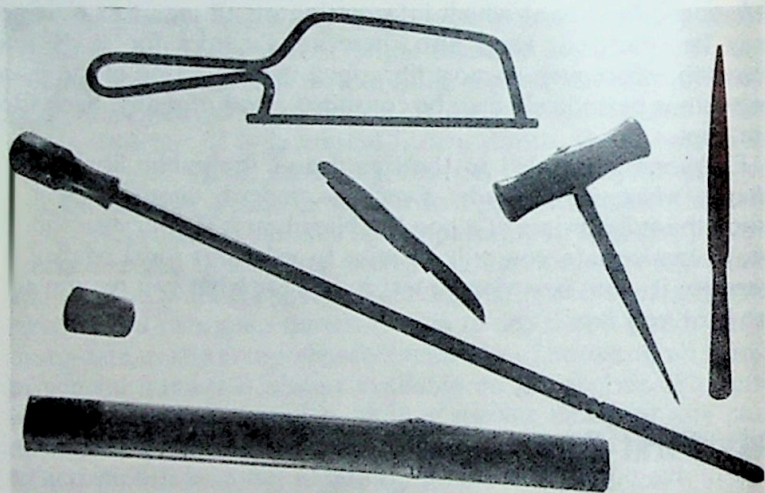
By A. B. Stillwell

No, I am not a smoker, and this short article will not therefore attempt to rival in any way Chapter 4 of Barrie's masterpiece *My Lady Nicotine*. What I do hope to discuss briefly here is the kind of pipe carried by the man who came to Hamelin and used most effectively what Browning described as "his pipe of smooth straight cane".

There is something about the production of a musical sound by blowing that has always fascinated me; but it did not find practical expression until the early days of the last war. Then I bought a descant recorder and a "tutor", and with a little practice was soon playing some simple folk tunes. My recorder accompanied me during my service with the R.A.F. and gave much

enjoyment to me, if not always to my fellow N.C.O.s to judge by their comments!

It was not until some little time after the war, however, that I first heard a group of people who played on pipes which they had made themselves. I found that it was apparently possible, with the aid of a few simple tools, to make a pipe from bamboo which would play in tune. I made a few inquiries and later attended a short course, which was held during the holidays at a Teachers' Training College in Wimbledon.



The Raw Material

At the college I found myself, of course, in the beginners' class. Each one of us was given a piece of bamboo about one foot long with an inside diameter of about $\frac{3}{4}$ in. and a cork. Under instruction we proceeded by stages to shape a mouthpiece on the bamboo, cut out a "window" and the channel or air passage. The cork, when shaped and fitted, completed the mouthpiece. The pipe at this stage played one note, and when our instructor was satisfied with the quality of that note, the pipe was tuned to its key note D. The pitch of a pipe depends upon its length; and we found that the first notes which we were able to play were a semi-tone or so lower than D. Our pipes were brought up to correct pitch by

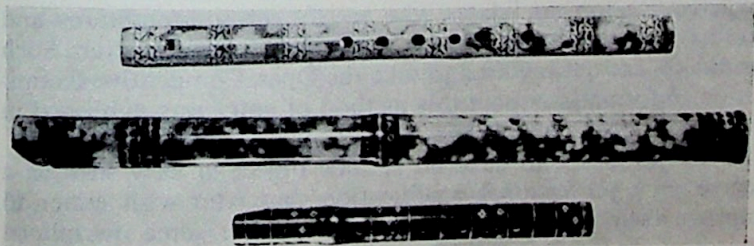
cutting thin slices from their lower ends until they sounded the exact D as given out by the piano.

Next the positions of six holes were carefully marked on the face of the pipe, and the holes were made and tuned one at a time. When the last hole had been made at the back, the pipe played an octave and a third in the scale of D.

The beginners' class then concentrated on playing for a while, and with practice our playing and our tone improved out of all knowledge. To me the experience of playing on a pipe which I had made myself was quite thrilling. Each day all the students—beginners, intermediates and advanced—met for a playing session. For the first day or so the beginners merely listened and admired; but when they could play a simple tune, all played together. How pleased with ourselves we were!

When we could play our treble pipes reasonably well, we set out on the next stage, the making of an alto pipe. The alto is made from a piece of bamboo of $\frac{7}{8}$ in. to 1 in. bore, about 16 in. long. The basic principles of making are the same as those of the treble pipe, but the measurements are different of course. The alto pipe is tuned to A and the tone is sweeter than that of the treble. When these pipes had been completed we were able to take part in duets for alto and treble.

During that week's course we saw examples of decorated pipes and learnt how we could do this ourselves. We heard and saw tenor and bass pipes, "extended" treble pipes—which have a range of two octaves—and much more to inspire our further interest. Yet although I have since made other treble pipes, a tenor, a bass and an "extended" treble, I still play and enjoy the sweet tone of my first treble pipe.



Completed Pipes

The General Certificate of Education

By L. E. Ball, O.B.E., B.Sc.

The main purpose of the examinations for the General Certificate of Education, which are conducted by the various examining bodies, is to serve the needs of candidates who desire to secure qualifications which will enable them to satisfy the requirements for entry to a university or to some other form of higher education, or to gain exemption from preliminary examinations specified for entry to a course of study leading to a professional qualification.

For those civil servants who wish to read for an External Degree of the University of London, or embark upon a course of study leading to a professional qualification in law, accountancy, clerical practice, etc., the General Certificate of Education examination subjects in particular, taken at Ordinary or at advanced level, may well be the first step in their course. It is, however, advisable to ascertain at the outset which subjects are required for the particular degree or professional qualification concerned.

Civil Service examinations are either competitive or are in the nature of qualifying tests of a specialist character, and civil servants who are preparing for them would be unlikely to gain much benefit by pursuing courses of study for G.C.E. examinations. Passes in G.C.E. examinations do not, of course, carry exemption from such Civil Service examinations.

Recently the Civil Service Commission have introduced a system of direct admission to the General Clerical Class of the Civil Service for candidates who satisfy certain conditions and who have passed in five subjects in the G.C.E. examination. Such candidates are not required to take the Open Competitive Examination. Information about this method of entry was published in Volume II, No. 2, of *Venture*.

Other persons who have no specific object in view such as a degree or a professional qualification, but who wish either to improve their general education or to pursue some disciplined course of study in a particular subject or field, may also find it useful to prepare for G.C.E. examinations at Ordinary level or at

Advanced level, but such studies are not always the most appropriate. The syllabuses in the various G.C.E. subjects and the forms of the examination are primarily designed for the purposes which have been outlined above, and may not be suitable for the needs of the more general student.

Attention should, therefore, be paid to the various alternative opportunities which are available for the student who has no specialised qualification in view. There are, in the field of general education, for example, the many courses of study, some of which may lead to diplomas or certificates, which are provided by the extra-mural and extension departments of the universities. There are also the examinations conducted by the College of Preceptors and by the Royal Society of Arts. Courses of this nature may well be more valuable to the general student than passes in the G.C.E. examination.

Venture is published at six-monthly intervals for circulation amongst all civil servants. It is hoped therefore that in the ordinary way copies will pass from hand to hand. Whilst stocks last, personal copies of this and of previous issues may be obtained on application to any of the Secretaries listed on the back outside cover.

Star Gazing

By P. S. Litton

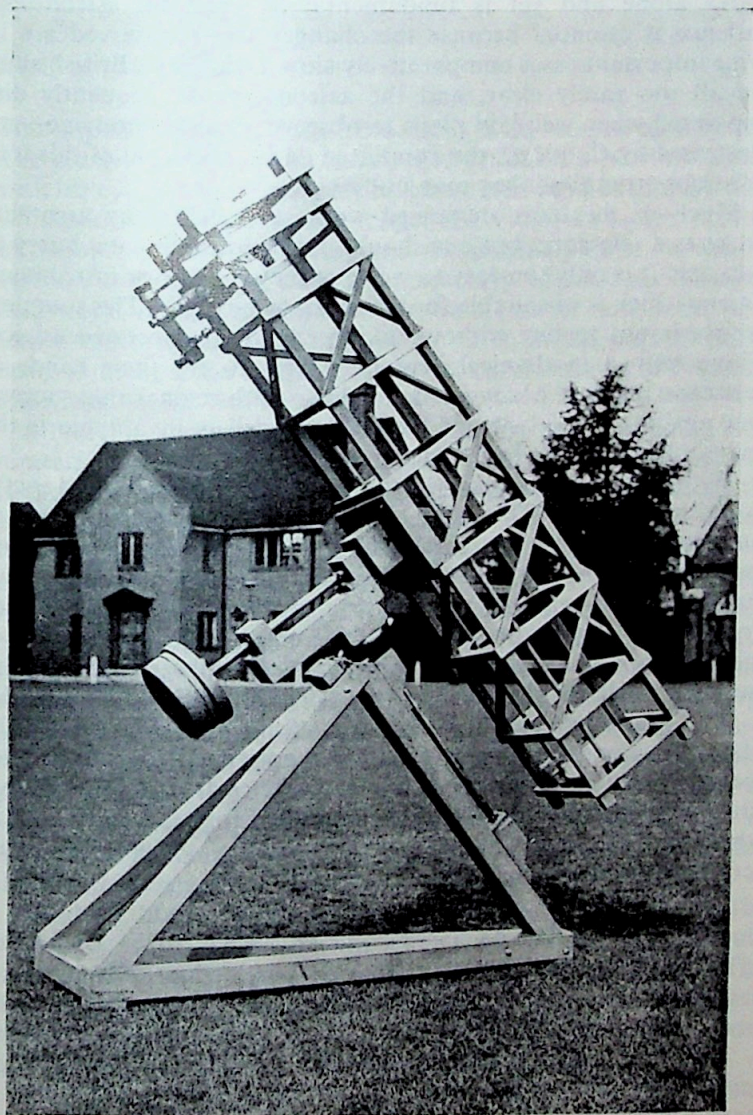
Astronomy today has certainly captured the popular imagination. The reason, as with our ancestors, is the yearning to know what lies beyond the confines of our own planet and how we human beings fit into the picture.

The amateur astronomer is, however, distinguishable from those whose interest is limited to reading about the work of others. He is a person who works for the advancement of astronomical knowledge in his spare time and, in doing so, finds his recreation. Many of these amateurs are members of the British Astronomical Association, which exists to encourage and assist its members in astronomical work of various kinds, to organise their efforts and to encourage a popular interest in astronomy. Apart from the Association, and complementary to it, there are many local groups and societies through which amateurs living in the same area are able to collaborate with each other.

The usual approach to the subject is through the public library, and there the difficulties often begin. Experienced guidance in suitable reading is needed, but is not too readily available and the student has no means of discriminating. The tyro may often be discouraged if abstruse ideas are encountered at too early a stage, and he will certainly find it difficult to form a visual image of the universe from a printed text alone. But of all the factors discouraging to the beginner, the worst is the failure of many otherwise excellent books to point the way to practical participation in astronomical work.

To avoid the impasse, one should try to put a practical gloss on one's reading from the very earliest stages. The thing to do is to *go out and look at the sky*. A simple form of almanac will be needed to tell the positions of the planets and the times of occurrence of various phenomena. One also needs star charts for identifying the constellations. Binoculars or opera-glasses are useful, but by no means essential.

The object of this important stage in the training of the amateur is to gain a knowledge of the constellations and an understanding of the real and apparent motions of the planets and stars. It is



An Amateur's Telescope

just this comprehension which is so very difficult to acquire from books alone and yet is fundamental to practical astronomy. Patience is essential because the changes to be observed are in some important cases comparatively slow and subtle. British skies are all too rarely clear, and the astronomer is frequently disappointed when well-laid plans to observe some phenomenon are frustrated by clouds on the appointed day. The moral of this is to seize opportunities; they may not recur.

Much of the more advanced work undertaken by amateurs requires a telescope, but one should not be in too great a hurry to buy one. It is only too easy to waste money on a poor instrument, or one which is unsuitable for the work to be done. The soundest course is not to buy without taking expert disinterested advice. Those with a mechanical bent may wish to try their hands at telescope making. Many amateurs do so with remarkable success, but again, the guidance of the "old hands" is invaluable if the many pitfalls are to be avoided.

With or without a telescope, there is much interesting and useful work to be done. The great observatories of the world are insufficient to cover adequately all branches of astronomy, and much has to be left to the organised efforts of amateurs. For example, selenography, the charting of the moon's surface, has long been virtually the preserve of the amateur. Co-ordination of observations is at least as important as the observations themselves, and that is the business of associations all over the world.

The immediate results are rarely spectacular, but slowly the data grow, and from those facts the theories will sooner or later be developed on which the progress of science depends. The individual observer must usually find the reward for his labours not in the headlines, but in the satisfaction of a self-imposed task conscientiously performed.

Botany Today

By C. A. Sinker, B.A.

The popular picture of the botanist is a nineteenth-century one. The elderly gentleman on hands and knees in a Norfolk jacket, with his eye to a large magnifying glass, is as dead as mutton-chop whiskers. Nor is botany any longer the Victorian ladies' pastime of pressing flowers; collecting and recognising plants, though still essential, is no more than a preliminary to modern botanical field-work. In one respect, however, we are closer now to the nineteenth-century naturalist than at any time in the past 50 years: now, as then, some of the most useful contributions to botanical knowledge come from amateurs.

Botany is the science of plants. All animals, including man himself, are dependent upon plants for their existence; this science is therefore of vital practical importance, particularly under the pressure of a growing world population. It has expanded into realms undreamed of a century ago; and there are few aspects of our lives upon which it has no bearing. Much of the present-day research on plants is conducted in laboratories. Here the breeding of more vigorous, hardy and profitable food crops is constantly pressed forward. New plants, and new strains of old ones, are analysed for their yield of sugars, oils and vitamins; a large number of drugs are still extracted from plants, and many more, now produced synthetically, were first found in them; timber, paper, cotton, linen, rope, string and rubber are all objects of intensive investigation by botanists in laboratories. This part of the science demands training and equipment, as well as time, that the amateur can rarely afford.

Outdoor botany, and particularly the study of plants in the wild state, is still the side to which amateurs can and do contribute most substantially. Expensive equipment is seldom needed. The field-worker is not tied to the stopwatch routine of the experiment; brief periods of observation scattered over several years are often better than a single month's solid study.

Wild plants usually grow together in rather well-defined communities. Children look for primroses and wood violets in a hazel coppice, not under pine or birch. We associate buttercups with

daisies, watercress with brooklime, bilberries with heather. This is because all plants have their own special requirements for growing properly. Some demand lime in the soil, others cannot live with it; some need more water than others; some more shade. These are facts familiar enough to every gardener, and clear to the observant walker in country lanes. But only in recent years has the careful amassing of such data into a body of scientific knowledge given rise to a new branch of the science; it is called *ecology*. Every aspect of the relationship between plants and their environment is studied. We try to discover how they are affected by the weather, geology, soils, drainage, animals and of course man; at the same time we notice how these are influenced in turn by the plants. Quite apart from the contribution to pure learning, such studies are playing their part in the very topical problems of air and water pollution, reafforestation and the drainage of moorlands. *Plant geography* is another branch of botany in which amateurs have played an important part, and will continue to do so. It deals with the distribution and range of individual species and groups of plants. Unlike ecology, it is a very old subject; but much is still to be found out, especially concerning the distribution of common flowers in densely populated countries like Britain. The Botanical Society of the British Isles, having a substantial amateur membership, recently started an ambitious scheme for mapping all British flowering plants; this is being done by plotting every 10-kilometre square of the National Grid in which the species is found.

How does one become an amateur botanist, and having done so what comes next? No useful field-work can be done, and no pleasure had in the work, without some knowledge of the plants themselves. The first thing, then, is to learn to recognise some plants; there are a number of floras (books dealing with the identification of flowers), both elementary and advanced, providing descriptions and illustrations for this purpose. A good pocket lens, with a magnification of $\times 8$ or $\times 10$, is very useful; a microscope is not necessary except for the study of smaller (and more difficult) groups like the mosses, liverworts and lichens. Once the ability to identify species has been gained, it should never be allowed to lapse: the value of all botanical field-work increases progressively with the number of plants that are known. It is almost equally important, of course, to be in touch with other

botanists, both amateur and professional. This is most easily done by joining, or at least having some contact with, one of the many natural history societies in this country. Most school biology teachers, and many librarians, will be able to name one locally. Several of these societies have programmes of field-work in which the beginner can both learn and be useful.

On Writing for "Venture"

By the General Secretary

Venture has now been issued at six-monthly intervals for some years; the first number came out in May 1949. At the present time about 50,000 copies of each edition are issued, on the basis of one to every ten staff, for circulation in all Government Offices.

Though originally planned to give factual information about various educational facilities, this small publication has slowly developed in scope and it has now become the Journal of the Civil Service Council for Further Education. The prime object of this journal is to remind civil servants of the existence of the Council, and of the work which it is trying to do. It is hoped that its periodical appearance on their desks will stimulate their interest, and encourage them to bring their educational problems to the Council.

The articles appearing in *Venture* are, generally speaking, designed to arouse the interest of the individual civil servant in some subject which has not previously attracted his notice. There are, of course, certain factual articles from time to time—such as this one—and information about examinations is published. The Secretary's Notes contain the editorial material. News about educational matters of special interest to civil servants will be found there.

In recent years, it has been editorial policy to include in each issue one or more articles by authors of eminence in their own particular fields. This policy, it is hoped, will ensure that people, well aware of the Council's objectives, will turn to *Venture* in the knowledge that they will always find in it, in addition to

factual information, an authoritative article or two well worth reading.

In approaching authors for contributions, we generally stipulate that articles must not exceed 700 words in length. Whilst it is essential that they should be written in such a way as to enthuse the tyro, they should also encourage the novice and interest the expert.

We should like to include more articles by serving civil servants. The fact is, however, that the ideal article for *Venture* is not easily written. Try to say something really inspiring about your pet subject within a limit of 700 words and you will begin to realise what you are up against! But since each edition only has room for half a dozen articles at the most, it is essential that we get something very near the ideal every time.

Problems

One of the objects of the Civil Service Council for Further Education is to assist in solving educational problems of all kinds.

If you need advice, your appropriate Regional Secretary will be glad to help. You will find his name and address on the back outside cover of this issue.

Civil Service Commission Examinations

Provisional dates for competitions during summer and autumn, 1956

Competition	Last day for the receipt of applications	Date of examination	Age limits
Assistant Statistician (Limited)	31 March, 1956	4 to 6 July, 1956	At least 24 and under 35 on 1 August, 1956
Clerical Classes and Grade B6 Foreign Service (among ex-National Service men)	5 April, 1956	5 and 6 June, 1956	Service in H.M. Forces must have been completed not earlier than 15 December, 1954, and before first day of examination unless on terminal leave on that day
Executive Class and Grade B5 Foreign Service (for H.M. Forces candidates)	3 May, 1956	26 and 27 June, 1956	Candidates must on 1 August, 1956, be within one year of completing or have completed within the last two years a period of service in H.M. Forces
Executive Class Grade B5 Foreign Service, Tax Officer Higher Grade (Limited)	7 June, 1956	9 and 10 August, 1956 (interviews begin in October)	21 to 28 years on 1 August, 1956
Assistant Engineer in the Post Office (Open)	21 June, 1956	14 to 16 August, 1956 (interviews begin in September)	At least 17½ and under 23½ on 1 March, 1956, with extension for service in H.M. Forces and for established Civil Service
Clerical Classes and Grade B6 Foreign Service (Open)	5 July, 1956	4 to 7 September, 1956	At least 16 and under 18 on 1 September, 1956, with extension for established Civil Service
Clerical Classes and Grade B6 Foreign Service (Limited)	12 July, 1956	11 and 12 September, 1956	At least 25 and under 60 on 1 September, 1956
Customs and Excise: Assistant Preventive Officer (Open)	19 July, 1956	14 September, 1956 (interviews begin in November)	19 and under 21 on 1 September, 1956, with extensions for service in H.M. Forces and for established Civil Service
Clerical Classes and Grade B6 Foreign Service (among ex-regulars)	26 July, 1956	2 October, 1956	Candidates must on 1 November, 1956, be within one year of completing or have completed within the last two years a period of regular service in H.M. Forces
Clerical Assistant (Open and Limited)	9 August, 1956	5 October, 1956	At least 15 and under 20 on 1 October, 1956
Executive Classes and Grade B5 Foreign Service (Open)	16 August, 1956	9 to 17 October, 1956 (interviews begin in December)	At least 17½ and under 19 on 1 September, 1956
Typing Grades, London and Provinces (Limited)	6 September, 1956	13 November, 1956	Under 60 on 1 September, 1956
Customs and Excise: Officer (Open)	27 September, 1956	4 and 5 December, 1956 (interviews begin in February)	19 to 21 on 1 September, 1956, with extension for established Civil Service and service in H.M. Forces

Note: Advice about courses of study in connection with any of the above examinations can be obtained from Council Headquarters or from any of the Regional Secretariats listed on the back cover of this issue. Intending competitors should however first study the Regulations and Syllabus of the particular examination—which can be obtained from the Civil Service Commission, 6 Burlington Gardens, W.1—and should satisfy themselves that they are eligible.

The Civil Service Council for Further Education

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Secretary

Frank Hartley
Treasury Chambers, London, S.W.1
Telephone: Whitehall 1234, Ex. 329

The Council is appointed by the National Whitley Council with the following objects:

To act as a central organisation for promoting and co-ordinating further education throughout the Civil Service.

To give advice and information on existing educational opportunities for Civil Servants.

To arrange in co-operation with educational bodies for the provision and development of facilities for further studies for Civil Servants.



Secretary's Notes

In this issue we have an article on poetry, and another contribution contains extracts from Chaucer. This time, therefore, I think I must overcome my natural inclination to begin my editorial notes with a quotation. The article on contemporary poetry will, we hope, help readers of *Venture* who find modern verse as difficult to understand as others do one of Miss Hepworth's sculptures or Mr. Schönberg's compositions. The author is an Inland Revenue official serving in Norwich. Remembering the article on rapid reading in our issue of September, 1955, Mr. Taylor's last paragraph is more than ordinarily interesting.

Talking of rapid reading, or as the experts in this field prefer to call the subject, Efficient Reading, we now have a little more information about the progress of the courses at the North Western Polytechnic. We shall be happy to provide inquirers with details.

The story of W.E.A. activities in Sussex is by another member, or rather ex-member, of the Inland Revenue. The article about meteors comes to us from a civil servant working in the Southern Region. Mr. Macey is in the Ministry of Education and therefore has specialised knowledge on his particular subject. Miss Lyon having served on the Council's Headquarters staff since it was set up 10 years ago, has had a decade of experience of giving advice to civil servants on all manner of educational problems. She obviously speaks with authority on "spoon feeding"!

The picture we reproduce on page 87 shows a professional artist guiding a civil servant, attending classes at the Working Men's College, in the production of a design for a lithograph.

Finally there is the article on historical research which is, in a way, an extension of those on heraldry and archives which appeared in recent editions of *Venture*. Mr. Tibbutt, who is in the Air Ministry, serves on the Council of the Bedfordshire Historical Records Society and on the Bedfordshire County Council's Records Committee.

One of the difficulties now encountered by the Editorial Committee is that of making a choice between the many excellent articles submitted. This time, for instance, we received a sufficient number of excellent contributions to have made it possible for us to devote the whole of this edition to either astronomy or poetry. I imagine I did nothing to reduce the size of the Committee's task by my short article on "Writing for *Venture*" in our last issue!

Public Administration is a subject which has been dealt with from time to time in *Venture*. Interested readers may like to know that the Training and Education Division of the Treasury has produced a short reading list on this subject entitled *Seven Books for Bureaucrats*. Copies may be obtained from any of the Regional Secretaries listed on the back cover or from Council Headquarters.

We learn that there were very heavy demands for the *Manual for Civil Service Typists* produced some time ago by the Training and Education Division. The manual has now been reprinted and may be obtained from H.M. Stationery Office, price 1s. 6d.

We have a few surplus copies of back issues of *Venture* containing excellent articles which are still of current interest; a list of the subjects dealt with will be found on page 96. The appropriate issue will be sent, whilst supplies last, to anyone asking for a copy. Copies of the Council's Annual Report for 1955, which contains some very informative material, can be similarly obtained. Requests should be addressed to any of the Regional Secretaries listed on the outside cover.

I didn't *start* with a quotation, but I made no promise about not *finishing* with one.

"'I can repeat poetry as well as other folk if it comes to that'—
'Oh it needn't come to that!' Alice hastily said" (Lewis Carroll).

F. H.

The 'Grene' Dragon

By Florence E. Pettit

I think it was the head of the dragon that first gave me the impression that I was in for a new experience. Bright green, it was held high for us to admire—like that of John the Baptist, and with its gleaming red eyes it looked as out of place in that quiet white house in the Sussex village as a mermaid would have done. The impression of strangeness remained with me as I entered the Regency room.

I had cycled two miles through softly falling snow. Now I was in a comfortable drawing-room with wine-red velvet drapes and silver and white striped walls. Tastefully placed white stone vases glowed with chrysanthemums, dyed grasses and honesty-seed-pods. Elegant lamp-shades toned with the vases. There were inviting winged easy-chairs. A bright fire roasted those who sat before it, and flickered comfortably into the recesses where the overflow had spread themselves on the carpet or on the arms of other people's easy-chairs. Only the grey fibre-board box on the floor, lent by the County Library, revealed the fact that this was just another W.E.A. class.

Workers' Educational Association. Were these people workers, in the accepted sense, I wondered? I looked at the middle-aged couples, at the three shy teenagers in the corner, at the elderly lady and gentleman, and recognised some of them as being people who wrote, painted, or made music. They were warm, friendly, charming, knowledgeable and mentally alive. Knowing so much, here they were willing and eager to learn and know more. They had been enjoying play-readings recently.

I recognised some of the cast of a very successful amateur production of *Othello* in the village a few months ago, and of *Piers Plowman* which they acted on the green hill outside.

Then I noticed the public-school master poised at a tiny slender-legged table down the far end of the room. Most of his books of reference surrounded him on the floor like poppies on a floppy summer hat. His knees threatened to lift the table upwards, as at a seance, with his every movement.

Two more people squeezed in and we began.

Our tutor had chosen Chaucer for this evening—his life and his work. I prayed silently that I would not be asked to read any, for I knew I'd never get the pronunciation right. I need not have worried. For two solid hours we were kept enthralled, just listening, and often laughing, as the unfamiliar words and phrases rolled off our tutor's practised tongue.

I knew then it didn't matter how much of Chaucer I'd forgotten. He lived again, vigorously, through the lips of this man who enjoyed every moment of his reading. He savoured every word and quirked at us with teasing joy as he tasted our reactions to an occasional bawdy reference, or a clever piece of parody.

He dealt mainly with the Prologue to the *Canterbury Tales*.

But ye that holden this tale a folye,
As of a fox, or of a cok and hen,
Taketh the moralitee, goode men.

Morals were pointed, meanings were made clear. There seemed so much more in this thing, this studying together, than one could possibly get out of a solitary browse at home. This was no mere entertainment, no dull class, but an enriching individual experience. I would never have re-read Chaucer, left to myself. Now I really wanted to.

Murder, robbery, rape, infidelity, greed, animosity, passion—we ran the gamut of emotions in that warm, quiet room. Outside a minor blizzard raged, but those of us within were away back in space and time, dwelling temporarily in another era, the medieval age of Chaucer.

I went, later, to another class. We studied medieval ballads, robust tales of love and hate, tales that made one's blood freeze and then run hot and fast again, as we listened to stories of shipwreck and murder, illicit love and cruel revenge.

On this occasion I came away with a simple folk song running through my head, a song which a popular radio singer has revived. Shades of green dragons, of knights and fair ladies—this song was about rivers of lemonade, lakes of ice-cream and beer, and of mountains made of candy.

What other fantasies, I wonder, are in store for me at the next W.E.A. class!

A thousand tymes have I herd men telle,
That ther is joye in heven . . .
there is on earth as well.

National Certificates and Diplomas

By G. L. Macey

One of the many indications of the progress and expansion of technical education in this country over the past thirty years or so has been the growth of the various national certificate schemes. It was in April, 1921, that the Board of Education, in co-operation with the Institution of Mechanical Engineers, launched what was, at the time, an entirely new system of examination and certification. Some 1,250 students sat for the first series of examinations in 1922, and 641 of these were awarded certificates or diplomas in mechanical engineering by the Institution and the Board acting jointly. To-day, the Ministry of Education is associated with about thirty professional bodies in operating 15 schemes covering building, chemistry, applied chemistry, commerce, chemical, civil, electrical, mechanical and production engineering, metallurgy, mining, mining surveying, naval architecture, applied physics and textiles. Similar joint examination schemes are run for bakery, motor vehicle repair and maintenance, management studies and retail distribution. In England and Wales, a total of 36,107 students sat for their final examinations in 1954, and 20,803 were successful.

What is the object of the national certificate system of education? Put as briefly as possible, it is to provide the means by which young workers in industry can prepare themselves for positions of responsibility through the medium of well-balanced and progressive courses of training in the fundamental principles underlying the practice of their chosen industries or professions. The courses demand a high standard of intelligence, perseverance and attainment as the price of a national award which not only carries a widely recognised status on its own account, but also provides an important stepping-stone towards some of the highest technological qualifications. Many national certificate students become key technicians in industry, while others continue with their studies to become professional technologists.

National certificates are obtained by part-time study, and are generally of two grades—ordinary and higher. Ordinary certificates are awarded for the successful completion of part-time courses, usually of three years' duration, designed to meet the needs of

students admitted at the age of about 16. Higher national certificates are awarded on the successful completion of advanced part-time courses, normally of two years' duration, which are adapted to the needs of students who have already obtained an ordinary certificate or an equivalent qualification. Advanced courses aim at reaching the standard of university degree work in the subjects taken.

National diplomas are obtained by full-time study, and are similarly of two grades—ordinary and higher—but are confined to mechanical engineering, electrical engineering, building and mining. Ordinary diplomas are awarded for success in full-time courses, usually lasting two years, with an entry age of about 16. Higher diplomas are awarded after success in advanced full-time courses, of about three years' duration, from the age of 17 or 18. National diploma courses can also be organised on the "sandwich" principle.

The award of a certificate or diploma is not based merely on the passing of an examination but on the successful completion of a continuous educative process lasting anything up to five years. Classwork, homework, workshop experience and practical exercises are all taken into account and marked in each year. Examinations are conducted annually by the technical colleges, but in the final year the questions set and the marking of the worked exercises are scrutinised by independent assessors appointed by the professional body concerned.

Participation in any particular national certificate scheme is normally restricted to colleges of further education recognised by the Ministry of Education and open to inspection by H.M. Inspectors. The actual formulation of a course is left to local initiative but it must conform to certain general principles and be submitted for detailed scrutiny and approval by a Joint Committee on which the professional institution and the Ministry are represented. The Committee satisfies itself as to the qualifications of the teachers, the adequacy of the equipment and accommodation, and the suitability of the curriculum and syllabuses for the requirements of the industry concerned. The Committee also adjudicates on the performance of each candidate throughout the whole of his course, and makes recommendations for the issue of certificates and diplomas.

National certificate courses are a major source for the supply of technologists to the industry of this country.



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“Design for Leisure?”

Contemporary Poetry

By Ronald F. Taylor

Her lips dreamt . . . and he smiled.

Stephen Spender

This line, taken at random from its context in a short but beautiful poem dealing with the poet's contemplation of a supreme moment in the life of two lovers, provides an illuminating example of precise poetic conception. Beautiful imagery portrays an aspect of humanity in its simplest yet tenderest form; captivating and bringing together all the elements of a human love story . . . in six words.

Metre, scansion and poetic form, are merely the tools of the poet; these and the bold use of words, which he uses in his consistent searching and seeking for the truth, finally expressed through the medium of imagery; clear and vital to some, obscure and incomprehensible to many.

Much poetry is claimed to be harsh, ugly and crude. Indeed, the poet does not shrink from the prospect of outraging the dignity of the timorous, or pricking flimsy bubbles of conscience. This he achieves with the skilful use of seemingly unrelated images, and incredibly abstract metaphors. For example, Dylan Thomas, writing of his art, refers to the "raging moon". Although intolerable to the purist mind, an image of a hostile, threatening moon is presented, nevertheless. The image is tangible and unique; for, like all poetry, it cannot be paraphrased adequately in prose.

Against contemporary poetry a strong prejudice prevails. This appears to arise from an unfulfilled expectation for the sublime and gentle, on the one hand; and an unsatisfied appetite for realism, on the other. Fortunately, most fresh poetry is vital, exciting and exhilarating; in keeping with the tempo of modern life, as the following small poetic gem will illustrate.

Man and Woman

Through man's love and woman's love
Moons and tides move
Which fuse those islands, lying face to face.
Mixing in naked passion
Those who naked new life fashion
Are themselves reborn in naked grace.

Stephen Spender

A poem depicts the harshness of reality as courageously and objectively as it embellishes the subtleties of natural beauty. Pathos and passion, compassion and brutality, the everyday discords and harmonies of life; all are registered in irresistible stanzas. Invoking the dark, brooding power of his anger to serve him, in a passion of fury, another poet expresses himself as follows:

Savage the daylight and annihilate night
Anger in me that rises to destroy
Not evil only, which is a common thing
But good also!

Clyfford Dymont

Often, the conception of a subject may defy exposition in orthodox terms, whereupon the poet resorts to the medium of his imagination, thereby subscribing to the evolution of so-called incomprehensible poetry. For example, the expression "muscular water" at first sight appears to be incongruous: but, if one watches the stress of swiftly flowing water, warped by reeds which divert the flow haphazardly, an impression of tightening sinews appears to the imaginative observer; and this justifies Stephen Spender's use of an otherwise illogical expression in one of his poems.

Sometimes, extracts in poems may be so abstract as to be literally almost incomprehensible; but an image will be conveyed to the reader, and each reader will see a different image. Probably none will be able to sense exactly the same feeling as the poet. Anything lifted from its context in a poem is likely to be abstruse and vague; for, like the cubist artist, who depends upon the impressions which his seemingly formless and pointless figures impinge upon the viewer, so the poet applies the same principles in his abstract forms.

It is a mistake to judge a poem after a single reading. It should be patiently and conscientiously read over several times. In due course, all the individual images will fuse together into a profound entity. Not only will the poem become clearly identifiable in the mind, but it will also inculcate a spiritual element into the personal conscience; for, such is the effect of judicious poetry reading.

Falling Stars

By J. H. Drake

This short article is intended as a supplement to the excellent one by Mr. P. S. Litton in *Venture* for March, 1956.

Only one branch of astronomy is dealt with here, but I would hasten to add that an interest in any branch of that science will provide more than enough active work for any one lifetime.

The technical name for the phenomena that people call "falling stars" is rather less misleading. A falling star is a meteor, and it is well to be clear on the difference between meteors and stars.

All the stars that we see spangled across the night sky are large incandescent bodies at great distances from us. Some are larger than the sun, some smaller. Some are cooler, and others very much hotter. In fact, our sun is just an average star, both with regard to size and temperature. Should any one of those stars "fall" to this planet, we would be in the unfortunate position of not being able to enjoy the spectacle!

Meteors, on the other hand, are small particles of rock, or iron, or mixtures of both. These small bodies are in an orbit around the sun, and, on occasions, they collide with the earth.

Now the earth is trundling along its yearly path at about eighteen miles a second. The meteor is travelling at a comparable speed, and the collision has a disastrous effect on that small piece of rock. Particles are atomised by the friction of our atmosphere, and all that is left, as a rule, is meteoric dust, and a streak of bright light. This is usually between twenty and sixty miles up in the atmosphere.

Sometimes parts of the original mass manage to reach ground level. When this happens, the termination "ite" is added, giving the name meteorite. The study of meteorites is undertaken by geologists, and, whilst the results of spectrum and chemical analyses are outside the scope of this article, it may be of interest to note that most of the materials that go to form meteorites are found on earth, but are in proportions that could not exist for long under terrestrial conditions. This fact tends to make things interesting for museum authorities.

With regard to size, the particles range from grains of sand to

the somewhat larger lumps, like the three found by Commander Peary at Oviſac, Greenland, and the Siberian Meteorite of 1908. The largest of the three Oviſac meteorites weighs $36\frac{1}{2}$ tons. When the Siberian aerolite fell, the glow in the sky was ſeen from a weather ſtation in Scotland, and the ſhock waves went round the earth more than once. Quite a ſatisfying exploſion!

Each day the earth receives into its atmosphere 10^6 to 10^8 particles: that is, over one million.

Many particles travel together in orbits around the ſun. Think of a ſomewhat irregular bicycle-tyre-shaped figure made of countless millions of meteorites. Now the earth tends to intersect the path of ſuch a ſtream at the ſame time each year, giving riſe to what is known as a ſhower period. The meteors then ſeem to radiate from one point in the ſtars; this is called the radiant of the ſtream. Accurate obſervations yield the height in the atmosphere, poſition of beginning and end points, and ſpeed of the particle. This laſt factor is yielded by the harmonic mean of the path length as ſeen by two obſervers, in conjunction with the duration. Further calculation then yields the orbit around the ſun.

Photography and radio aſtronomy have in recent years added their weight on the ſide of obſervers; but the eye is ſtill by far the beſt optical inſtrument. Try obſerving in one of the ſhower periods. Auguſt 9th to 14th is a good one. You can expect about 40 to 50 an hour from this ſtream. A good ſhower is an awe-inſpiring ſight, and, once your intereſt is captured, growing knowledge will make you realiſe that you have placed yourſelf face to face, as it were, with the ſplendour and glory of the univerſe. Such knowledge affects one's philoſophy of life. Aſtronomy is the fineſt antidote to the petty fruſtration of every-day life and puts human failings and ambitions in true perſpective.

Circulation

It is hoped that this copy of *Venture* will paſs quickly from hand to hand.

A perſonal copy may be obtained, whiſt ſupplies laſt, from any of the Secretaries liſted on the back outside cover.

In Defence of Spoonfeeding

By Elizabeth A. Lyon

There are certain phrases which, during the course of our lives, we hear with monotonous regularity. It is sometimes interesting (and wise) to give these phrases what our American friends call a "double-take" and that is what I propose to do with the expression "spoonfeeding". The first twenty or so times that I faced this charge in the course of my work I figuratively hung my head a little and mumbled a feeble defence, or else I talked on with great rapidity pretending I did not care. The twenty-first (or it may have been the thirty-first) time I decided to seize the nettle and examine it.

What is spoonfeeding? Surely it is a necessary process of teaching. A child must be taught to eat solid foods but until he has learnt the art, some assistance must be given or he would starve. This includes the question of what to feed him with. Many children find a lump or two of coal quite tasty and very few are averse to the dog's dinner. Spoonfeeding does two things. It nourishes when one is incapable of nourishing oneself and it teaches what is the right sort of nourishment. No wise mother continues to spoonfeed a child once it is capable of doing the job for itself. Indeed, who would want to continue with the messy, slow, timetaking, maddening business any longer than necessary.

So the Civil Service Council for Further Education spoonfeeds civil servants? "If people want to know or do these things, they will find out for themselves." Of course they will. If a man wants to drive from Land's End to John O'Groats he does not *have* to consult a road map—he just has to go on driving northwards for long enough and even if he does not know which is north, Great Britain is not so very big, so that his chances of reaching his destination *eventually* are quite good—providing the car does not wear out first. Indeed, why consult the expert about anything? Trial and error will usually provide the answer—*eventually*. Surely part of the work of the Civil Service Council for Further Education or any other advisory body is, justifiably, that of spoonfeeding. Advisory bodies do not do the job for you—they merely encourage you to do it for yourself and guide you as to the most suitable form it should take.

Shall we take one or two practical examples?

The civil servant writes to us, giving his age and a few details about himself and stating that he wants to take a further Civil Service examination. From the information we have ready to hand, we can tell him the examination or examinations for which he is eligible, their educational standard, the evening class he should attend or the correspondence course he might take. He could have got the answers for himself if his patience and interest had survived the necessary approach to about half a dozen individual sources of information.

A new examination is announced and classes in preparation for the examination are needed. The Council, with its day-to-day contact with *all* Departments and its happy relationship with *all* education authorities can readily act as a co-ordinating body and arrange for the classes to be provided in a comparatively short time.

Should you be seized with a desire to pursue satisfactorily a hobby—say—heraldry, star-gazing, horticulture, or marquetry—would you, without a lot of trouble, know where to go to learn something about it? The Council can tell you without any trouble at all because files exist in its offices about these subjects, and many others.

One of the features of an advisory body is not that it necessarily knows all the answers, but that it does know where to look for them with the minimum amount of delay and frustration. Gradually, too, the advisory body becomes a mine of accumulated information, and can produce readily the answers to many day-to-day questions, thus saving the inquirer an untold amount of that precious commodity TIME.

The nettle no longer stings. The noble art of spoonfeeding consists largely in indicating the right kind of nourishment, and showing where it can be found. This is the work of Civil Service Council for Further Education.

Advice

The Council exists, amongst other things, to give advice on educational problems of all kinds. Your Regional Secretary, whose name and address appears on the back outside cover, will gladly help you.

Historical Research

By H. G. Tibbutt, F.R.Hist.S.

As you read a new book on Nelson, Pepys or Raleigh you probably wonder how the author collected the material for his work. If he gives few or no references to his sources, you will never know; but nowadays it is usual for an author to give details of his sources, and it is not difficult to check these. It is much more exciting, however, to choose a person in whose life you are interested, and then to collect material about him for yourself.

This is by no means a difficult task. First choose your subject, preferably a character from your own town or county, and one of whom a summary life appears in the *Dictionary of National Biography*. The life in the *D.N.B.* will give some sources, all of which should be verified. For simplicity in this article let us assume that your choice is some seventeenth-century country gentleman. The main lines of your research, which will cover both manuscript and printed sources, can be indicated clearly.

You will need to consult the 250 or so "Record" volumes which have been printed and are indexed, e.g.: the Calendars of State Papers, Domestic, Venetian, etc., of Treasury Books, of the Committee for Compounding and of the Committee for the Advance of Money; the Journals of the House of Lords and those of the House of Commons; the Reports of the Historical Manuscripts Commission; the Acts and Ordinances of the Interregnum. These, and other standard works, can best be consulted at specialist libraries such as that of the British Museum (for which a Reader's Ticket is needed) or Dr. Williams's Library, Gordon Square, London (for which an annual subscription of one guinea suffices and from which books can be borrowed).

If any letters written by your subject still exist they are most likely to be in the British Museum or in the Bodleian Library at Oxford. Written inquiries to the libraries will confirm whether or not there are such letters: photostats of the letters can be purchased quite cheaply.

Your own County Record Office (the Archivists of which will be helpful in indicating lines of research) is almost certain to have

letters, deeds, etc., relating to your subject and his family. It will also have useful works of reference, and may even have a copy of your subject's will. If the will is in Somerset House, however, and you are working in London, a lunchtime visit to the Literary Search Room of the Principal Probate Registry at Somerset House, and the payment of one shilling, will give you the information you want: for a further small sum you may order a photostat of the will.

The Parish Registers (or Bishop's Transcripts of them) of your subject's village or town, may have been deposited in your County Record Office, or may still be in the custody of the incumbent of the parish—in either case they are easily accessible. Additional family information is often to be obtained from the Society of Genealogists in South Kensington who have a remarkable collection of genealogical material, including many printed Parish Registers, and an index of more than two million slips with genealogical information arranged alphabetically by surnames. For 7s. 6d. you can spend either a morning or an afternoon browsing through the Society's rich collections: it would be wise, however, to defer your visit until you have obtained what information you can, locally.

Your material should be recorded on separate sheets, on one side of the paper only, and be carefully noted to show its origin. When you have all the information you can find, sort it into chronological order, plan the chapters of your book, and then try your hand at writing it. It can be either a documentary "life" with all sources quoted as footnotes, or a modern style biography in which more or less detailed main source references are given in an Appendix. It is probably best to try the documentary "life" first, and then turn to the biography, or even a historical novel, if you feel so disposed.

However long it takes you to collect the material, whichever literary style you adopt, whether the finished product runs to 50 or 500 pages of typescript, and whether or not it is ever published, you will find your researches fascinating, and the creative work of literary composition most satisfying.

Recent "Venture" articles

(See page 82)

Archives
Astronomy
Bamboo Pipe-Making
Bird-Watching
Botany
City and Guilds Examinations
Correspondence Tuition
Examination Hints
General Certificates of Education
Heraldry
Marquetry
Public Administration
Reading Efficiency
Space Travel
How to Use a Library
How to Use a Museum

A copy of the particular edition containing any of the above articles will be sent, whilst supplies last, if application is made to any of the addresses on the back outside cover. The applicant should state the subject in which he is particularly interested as it may be possible to send additional material.

Evening Classes

Booklets with varying titles, e.g., "A Winter's Tale" for the Metropolitan area; "Sign-post" for the North-Western Region; "Class Conscious" for Kent and Sussex, are now in course of distribution. In these publications we give information about facilities for evening studies during the coming autumn. Personal copies will be supplied on application.

Civil Service Commission

Provisional dates and information for forthcoming competitions

Competition	Last day for the receipt of applications	Date of examination	Age limits
Customs and Excise: Officer (Open)	27 September, 1956	4 and 5 December, 1956 (interviews begin in February)	At least 19 and under 21 on 1 September, 1956, with extensions for established Civil Service and service in H.M. Forces
Clerical Classes and Grade B6 Foreign Service (among ex-National Servicemen)	18 October, 1956	13 and 14 December, 1956	Service in H.M. Forces must have been completed not earlier than 2 June, 1955, and before first day of examination unless on terminal leave on that day
Clerical Classes and Grade B6 Foreign Service (Open)	15 November, 1956	15 to 18 January, 1957	At least 16 and under 18 on 1 March, 1957, with extension for established Civil Service
Clerical Assistant (Open and Limited)	22 November, 1956	22 January, 1957	At least 15 and under 20 on 1 February, 1957
Clerical Classes and Grade B6 Foreign Service (Limited)	20 December, 1956	5 and 6 March, 1957	At least 25 and under 60 on 1 March, 1957
Customs and Excise: Assistant Preventive Officer (Open)	10 January, 1957	12 March, 1957	At least 19 and under 21 on 1 March, 1957, with extensions for service in H.M. Forces and for established Civil Service
Clerical Classes (Adults) (Open)	17 January, 1957	19 March, 1957	At least 40 and under 60 on 1 April, 1957
Typing Grades, London and Provinces (Limited)	1 February, 1957	26 March, 1957	Under 60 on 1 March, 1957
Executive Classes and Grade B5 Foreign Service (Open)	7 February, 1957	9 to 16 April, 1957	At least 17½ and under 19 on 1 March, 1957
Telecommunications Traffic Superintendent in the Post Office (Open)	7 February, 1957	9 to 16 April, 1957	At least 17½ and under 24½ on 1 March, 1957, with extensions for service in H.M. Forces and for established Civil Service
Land Registry: Plans Assistant (Open)	21 February, 1957	1 and 2 May, 1957	At least 16 and under 18 on 1 March, 1957, with extension for established Civil Service which may be extended by any period of compulsory service in H.M. Forces under the National Service Acts

Note: Advice about courses of study in connection with any of the above examinations can be obtained from Council Headquarters or from any of the Regional Secretaries listed on the back cover of this issue. Intending competitors should however first study the Regulations and syllabus of the particular examination—which can be obtained from the Civil Service Commission, 6 Burlington Gardens, W.1—and should satisfy themselves that they are eligible.

Regional Secretaries

The Council has a Secretary in each of the standard Regional cities. Their names and addresses and telephone numbers are given below. The appropriate Secretary will be glad to deal with inquiries.

Northern

J. W. Smith, Prudhoe House, Newcastle upon Tyne, 1. Newcastle 26131 Ext. 319

East and West Ridings

Miss D. E. Ledger, 44 The Headrow, Leeds, 1. Leeds 32761 Ext. 7

North Midland

H. Parkin, Block 2, Government Buildings, Clifton Boulevard, Nottingham. Nottingham 46111 Ext. 224

Eastern

Miss M. A. Deacon, Room 139, Block B, Brooklands Avenue, Cambridge. Cambridge 58911 Ext. 315

London and South-East

This area is dealt with from the Council's Headquarters

Southern

K. Heayes, Room 186, Government Building 4, Whiteknights, Reading, Berks. Reading 61122 Ext. 498

South Western

H. Fieldman, Bridge House, Clifton Down, Bristol 8. Bristol 38481

Midlands

J. M. Sutton, Fourth Floor, 29 Bagot Street, Birmingham 4. Aston Cross 3641

North Western

E. D. Green, Room 424, Ministry of Labour Office, Aytoun Street, Manchester 1. Manchester Central 4433 Ext. 29

Wales

D. R. L. Francis, Room 202, G.C.E. Building, Kingsway, Cathays Park, Cardiff. Cardiff 27311 Ext. 16

Scotland

Miss C. C. Whamond, Room 304, St. Andrew's House, Edinburgh 1. Waverley 6591 Ext. 44

Northern Ireland

W. J. Bell, Belfast Bank Chambers, 161 Victoria Street, Belfast. Belfast 30451

Venture

Volume II Number 7 March, 1957

Included in this issue are articles on:

FILMS

TYPOGRAPHY

FLOWER ARRANGEMENT

The Civil Service Council for Further Education

President

The Rt. Hon. Sir Norman Brook,

G.C.B.

Vice-Presidents

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J. B. Gotts, O.B.E., I.S.O.

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Union of Post Office Workers

Ministry of Labour Staff Association

Society of Civil Servants

Civil Service Clerical Association

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University of London

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Treasury Welfare Adviser

South-West Essex Technical College

Senior Assistant Education Officer, L.C.C.

Secretary

Frank Hartley

Treasury Chambers, London, S.W.1

Telephone: Whitehall 1234, Ex. 329

The Council is appointed by the National Whitley Council with the following objects:

To act as a central organisation for promoting and co-ordinating further education throughout the Civil Service.

To give advice and information on existing educational opportunities for Civil Servants.

To arrange in co-operation with educational bodies for the provision and development of facilities for further studies for Civil Servants.



Secretary's Notes

"Cannot a man live free and easy
Without admiring Pergolesi,
Or through the world in comfort go
That never heard of Dr. Blow?"

CHARLES LAMB

It is pleasant to hear of the steady progress of the Federation of Civil Service Music Societies. The Council took the initiative in launching this Federation and has remained interested in its development. The Federation staged a composite concert in London in November last, which consisted of individual items provided by seven member-societies. The keenness of these Societies is reflected in the fact that they were prepared to put in much rehearsal time in order to perfect shares of programme time which in no individual case exceeded 15 minutes. The thirty members of the Ordnance Survey Choir travelled up from Southampton on a very foggy evening to make their contribution. All Music Societies in the Civil Service, however small, or large for that matter, should be members of the Federation. Further information about it can be had by writing to the Hon. Secretary.*

Judging by the number of enquiries we receive from would-be Barristers, many Civil Servants will be interested in the article on page 104. Perhaps the most fascinating thing about it was the letter from the author which accompanied the manuscript. Here is an extract from it: "the rules of etiquette of the Bar preclude me from putting my name at the top of this article. So I had better explain that I am a serving Civil Servant, who on reading the leaflets of the Civil Service Council for Further Education decided, in 1948, at the age of 53, to join an evening class in 'The Elements of English Law'. Becoming very interested in the subject, I later joined an inn of court, and was called to the Bar at the age of 59".

*M. P. J. Lynch, Secretary, Federation of Civil Service Music Societies, Treasury Chambers, London, S.W.1.

The "still" of Miss Garbo from the film "Anna Karenina" lends point, we think, to the article by Frank Hazel. Mr. Hazel is in charge of the membership side of the British Film Institute's activities, and is helping us to interest Civil Servants in the work of the Institute. We are at present circulating leaflets on this work through the channels of our Arts, Theatre and Concerts Organisation. Anyone who would like more information about this Organisation or about the work of the Film Institute, should send a post card with his address and the words "Arts Theatre and Films" on it, to Council Headquarters, or to the appropriate Regional Secretary.

The short article on page 105 about day continuation study from the customer's point of view is by a Clerical Officer in the G.P.O. As has been said so many times before, release from official duties for one day a week is given to enable young Civil Servants to continue their education, rather than to help them to cram for examinations. Interested readers might care to refer to the article on this subject by the Chairman of the Council which appeared in our March 1953 issue. But we are glad that our young colleague did feel, as so many others do, that he really was getting something worth while from his studies. Bearing in mind what we have just said about examinations, and remembering too how much he was helped in other ways, we hope our contributor will, on reflection, agree, that to buy his own copies of past examination papers—which cost much less per set than a packet of cigarettes—was perhaps a reasonable contribution on his part to a scheme from which he got so much benefit.

The Council Meeting which was held in September of last year was quite an historic occasion. It marked the tenth anniversary, almost to the day, of the very first meeting of the Council in 1946. We had a photograph taken showing Mr. Newell about to cut the cake provided for this occasion by the Council's Secretariat; it is reproduced on page 99. All members of the Council listed on the front inside cover with the exception of Mr. Mercer are to be seen in it. Also to be seen are the first Chairman, Sir Paul Sinker, the first Secretary, Mr. E. G. Melville, and two past Members, Mr. Marcus Arman, the Secretary of the Post Office Art Club and Mr. J. L. Williams, the Secretary of the Society of Civil Servants.



Council Meeting, September 1956.

We are making a practice of including in each number of *Venture* an article about the activities of one of the more important examining bodies in this country. In this way, we have already dealt with the City and Guilds, National Certificates and General Certificates of Education. This time it is the turn of the Royal Society of Arts. The author is the Secretary of the examining board of that Society.

When visiting the Annual Exhibition of the Post Office Art Club recently we were struck by some very attractive flower arrangements. We were introduced to the arranger—Miss Collis—and commissioned a short article from her on the spot. The result appears on page 106.

We have prepared book lists on all subjects dealt with in this and earlier issues of *Venture* and on many other topics, e.g. *The Nature Bookshelf*; *Biography in Fiction*; *The Commonwealth in Print*; *Approach to Music*, etc. If you are interested, write to your Regional Secretary (see back outside cover) stating the subject.

Mr. Astins, the author of the article on typography is Chairman of the Governors of the South West Essex Technical College.

F. H.

The British Film Institute

By Frank Hazel

It is too late now to question whether the film is an art. In sixty years the cinema has produced its Melies, its Chaplin, its Griffith; Eisenstein, Vigo, Renoir, Kurosawa; *Birth of a Nation*, *City Lights*, *Louisiana Story*, *Partie de Campagne*, *Gate of Hell*, *Bicycle Thieves*. The film is a major contemporary art, as well as an inescapable social force; and a knowledge of the cinema is essential to anyone with a claim to cultural awareness.

It was the first recognition of the cinema's place in contemporary culture that led to the setting-up of the British Film Institute



Greta Garbo in "Anna Karenina"

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Greta Garbo in "Anna Karenina"

in 1933, following the recommendations of a Committee on Educational and Cultural Films. Since then, the Institute, a non-profit-making body responsible to the Lord President of the Council, has broadened its activities to play a vital part in stimulating respect and appreciation of the film medium, and to provide a common ground for film-makers and film-goers. As the 1955-6 Annual Report of the British Film Institute stated*: "The Institute believes that in the long run it is only by encouraging higher standards of public taste that film-making can remain a vital and progressive art; and its purpose remains to foster the recognition, appreciation and encouragement of the best in film, to the benefit of the film-going public and the industry."

Alongside the other arts, however, the cinema suffers a grave disadvantage. Physically, films are expensive, bulky articles, difficult to store, and costly to preserve for any length of time. In the past it has generally been much more economical to destroy copies of films no longer current than to keep them; and during the first thirty or forty years of the cinema, countless films, many of artistic importance, disappeared entirely. Inevitably one of the earliest tasks of the Institute was to organise the preservation for posterity of films which were outstanding examples of cinema art, or which provided historical records; and this was achieved in the foundation of the National Film Library (now the National Film Archive) in 1935. Since then the Archive has acquired for preservation some 6,000 films, covering the period from 1895 to the present day. Hardly any important film or personality of the last sixty years is not in some way recorded in the National Film Archive; the collection ranges from *The Great Train Robbery* to *Richard III*, from records of Bernhardt and Duse to Anna Magnani and Marilyn Monroe; from Persimmon's Derby and *W. G. Grace* to Len Hutton and the Ascent of Everest.

But it is not enough merely to *preserve* films. A film only exists on a screen. The Institute's Distribution Library amounts to some 1,000 titles and has special sections of art films, amateur films and science films. Through the Library it is today possible for film societies, schools and private persons who are members of the Institute to borrow and show copies of the world's great films, from the first work of the Freres Lumiere to *The Battleship Potemkin* and *The Cabinet of Dr. Caligari*; from films of

*Obtainable from The British Film Institute, price 2s. 6d.

Chaplin, Keaton, Fairbanks, to modern films on art and child psychology.

For many years, also, the Institute arranged showings of film classics in London. Then, in 1952, it acquired the building originally erected at the Festival of Britain as the Telekinema, and established the first National Film Theatre in the world. Since then the Theatre has become an established feature of the cultural life of London, setting "a distinctive fashion in aesthetic entertainment". Its programmes—changed several times a week—have given members the opportunity to see hundreds of films of many periods and nationalities which would never otherwise have reached this country. Many films, like De Sica's *Umberto D* and Yutkevitch's *Othello*, have received their English premières at the National Film Theatre.

The Institute's publications are acknowledged as the most informed and readable writing on the film today; its handsome quarterly journal *Sight and Sound* has an international reputation, and its contributors have included many of the most important critics and film-makers. Apart from publications services available to members include a highly efficient information service, specialised libraries of film books and stills, which are among the most comprehensive in the world, and—at the National Film Theatre—club facilities.

Outside its services to members, the Institute's activities range widely. One department, for example, works to promote film teaching and film appreciation; the Experimental Film Committee has sponsored important projects like Lorenza Mazetti's prize-winning film *Together* and Glenn Alvey's *The Door in the Wall* (the first film to use the new dynamic frame technique); the Institute played a leading role in the recent Exhibition to celebrate "Sixty Years of Cinema".

The Institute's membership has grown rapidly in the last few years and the total of members and associates now exceeds 2,000. This huge membership, and its enthusiasm for National Film Theatre showings, is a gratifying demonstration of the part the film plays in contemporary cultural life. At the same time members have the satisfaction of knowing that their support and interest can make a positive contribution to maintaining the vitality of the cinema art.

Reading for the Bar

By Exciser

It is probably well known to many readers of *Venture* that a fair number of Civil Servants read for the bar, not with the intention of becoming practising lawyers, but with the object of obtaining a qualification rather similar to a university degree.

There have been, of course, a few Civil Servants in the past who resigned from the Service in order to embark on a legal career. One of the present judges of the High Court served at one time in the Inland Revenue Department, and a fairly prominent Queen's Counsel was once an examiner in the Exchequer and Audit Department. The late Sir D. Owen Evans, M.P., was a barrister who had served as an Officer of Customs and Excise. Again, Sir Edward Clarke, Solicitor-General 1886-92, had been a writer in the India Office.

There may be amongst the readers of *Venture* a potential Attorney-General, but, in any case, it may be of some interest to readers to know the procedure by which it is possible to become a barrister-at-law. The first step is to become a student member of one of the four Inns of Court—Lincoln's Inn, Gray's Inn, the Middle Temple or the Inner Temple. An applicant who is not a graduate of a university must hold a certificate of the matriculation standard with Latin as one of the subjects.

Taking one Inn as an example, the fees payable on admission are £56, but, in addition, deposits of £50 and £100 are payable, subject to the following exceptions. A bond can be given in lieu of the £50 deposit, and the £100 deposit is not required from persons who have spent at least two years at a university. On call to the Bar further fees become due, but these are deducted from the deposits, and a person who has deposited £150 will receive a refund of about £77.

The initial fees paid entitle the student to attend all lectures at the School of Law at Lincoln's Inn, but, as these are given in the daytime, a part-time student usually takes a correspondence course with a Law coaching establishment. It can be said that the total expense of call to the Bar, including a correspondence course and various other disbursements, amounts to about £200.

Before a student can be called, he (or she) must keep twelve terms by dining in hall at the Inn. This is a traditional custom going back to the days when legal problems were discussed after dinner at the Inn. Members of a university must attend three dinners, and other students six dinners, per term, but the terms chosen need not be consecutive. Though it is possible to be called within three years of joining an Inn, a part-time student will be doing reasonably well to complete his studies and pass the Bar Final examination in four to five years. Thus, a part-time student in the provinces can keep terms (and hear cases tried in the courts) by spending a week in London three times a year. The amenities of the Inn are available to students, who can also join the Students' Union for debates and various forms of recreation.

The Bar examination is in two parts. Part I includes Roman Law, Constitutional Law, Contract and Tort, Real Property and Criminal Law, and these subjects can be taken one at a time. Persons with certain university qualifications can obtain exemption for some of these subjects. In Part II (Final examination) five papers covering twelve subjects must be taken at the same examination.

In many of the examinations only one-fourth of the candidates (in Part II) are passed in all papers, and a further 10 per cent. or so, who qualify in four papers only, are given a conditional pass and are allowed to take the remaining paper at a later examination. So, most students need more than one try. Full particulars of the regulations and past examination papers are published (price 3s. 8d. post free) in the Calendar of the Council of Legal Education.*

Further Education for Young People

By Philip Darcy

When I left school to take up duty as a Clerical Officer, one of my main thoughts was that my next examination would be the Executive Classes Open or, failing that, the Executive Limited. The standard of education I had reached was not sufficient for either examination and therefore I knew I would have to rely on evening

*The Secretary, Council of Legal Education, 7 Stone Buildings, Lincoln's Inn, W.C.2.

classes and the one day a week Further Education Classes to raise my education to the correct level.

Very shortly after I had taken up duty I had an interview with the Head of a College as a result of which I commenced a course of study.

Text books were supplied from the official Library, my request being met almost immediately. These text books, although not always used in class, were most essential for private study. Much to my surprise, I was not supplied with old Executive Examination Papers which are quite expensive to buy and which I thought would have been at least offered to prospective candidates at a reduced rate.

The subjects I study at the College are English, General Knowledge, French, History and Mathematics, and I think that the amount taught in the short time allocated to each subject is very good indeed.

Groups from the College are often taken to places of general interest such as the Tate Galleries or the Design Centre in the Haymarket in London, to name but two. Films on topics being discussed in class are often shown. Three such films that I have seen are: The Working of the British Parliament; Housing, which was a film showing how different designs and materials are tested; and a film which showed how oil is found, drilled and some of the different processes it undergoes.

I believe that I benefit greatly from attending both Day Release Classes and Evening Classes and I know that my view is shared by many others who attend College with me.

Flower Arranging

By Miss Ena Collis

In Britain today the fascinating hobby of flower arranging has captured the imagination of thousands of people. Evidence of this is to be seen in the scores of Flower Arrangement Societies which have been formed all over the country to stimulate interest in this art. Lectures, demonstrations, and practice classes are available, and one has only to visit some of the beautiful flower



"A picture in flowers"

arrangement exhibitions which have been staged up and down the country to realise what wonderful work is being done.

You don't have to be an expert to enjoy the art of arranging flowers. Maybe you have hesitated to try your hand at it under the impression that you could never make a success of it yourself. But flower arranging can be practised by everyone. All have the ability to express themselves in varying degrees in this field and, once the basic principles have been mastered, infinitely more satisfaction is achieved by making a *picture* with flowers, rather than by just sticking them haphazardly into a vase.

It is impossible to deal with this subject in detail in a single short article, but a few pointers will no doubt be helpful. In selecting the vase or container for instance, the vogue today is to use something quite different from the orthodox cut-glass vase. One should not therefore overlook the added fascination of acquiring a few unique receptacles. In most of our homes we have teapots, jugs, kettles, baking dishes, etc., all of which can be used to great advantage; and those who love foraging around the old junk shops will find many unorthodox containers in metal ware or china. A stroll through a country wood will provide further ideas. For example, a piece of bark or a moss-covered log cut from an old tree trunk will help in the creation of a natural picture. With this medium, of course, a small receptacle will be necessary for the material.

Now about this material—and I do not necessarily mean flowers. Foliage, grasses, seed heads, twigs, sedges, and all manner of fruits and berries can be used with charming effect. We are fortunate in Britain, with our changing seasons, in always having an abundance of things at our disposal. We have our gardens and florists' shops, of course, but we have only to spend a day in the country to find that our eyes are opened to all sorts of exciting material which formerly we should never have thought of using.

Those who feel they would like practical guidance might well contemplate joining an evening class in this subject. There are references to such classes, I observe, in the Civil Service Council for Further Education's publications—*A Winter's Tale* and *Class Conscious*. Facilities for study are however by no means confined to London and the Flower Arrangement Societies I referred to at the outset of this brief introduction to the subject will be found very ready to help.

The Examinations of the Royal Society of Arts

By F. A. Wheeler

The Royal Society for the Encouragement of Arts, Manufactures, and Commerce was founded in 1754, and by the award of premiums and medals, and the organisation of exhibitions etc., it encouraged and helped in the development of the "polite arts", mechanics, agriculture, manufactures, chemistry, and trade. It was only to be expected, therefore, that with the awakening of a general interest in education about the middle of the nineteenth century, the Society helped in this development through the organisation of exhibitions and conferences, and by the institution of its examinations when examinations, as we now know them, were a novelty.

The first examinations—in 1856—designed to meet the needs of members of the growing number of Mechanics Institutes, were partly oral and were held in the Society's House in London, where 203 papers were worked. Each candidate had to take at least two subjects, and also a preliminary and qualifying examination in handwriting and spelling; that only two of the candidates failed in the latter makes one wonder what result such a test would produce today.

Two years later an amended scheme was introduced, which required written papers only, so that the examinations could be held at centres in all parts of the country. Over the years the scope of the examinations has been modified to meet the changing needs of the day, but the general system has remained.

At first progress was slow, but since the turn of the century the numbers have increased by leaps and bounds. In this, the centenary year, the Society received 194,000 subject-entries for its various examinations which, in addition to the Ordinary (Single-Subject) Examinations, included the following:

(a) for School and Senior School Commercial Certificates (this scheme has now been extended to cover the award of a School Technical Certificate);

(b) for Grouped Course Certificates for candidates from Junior Technical and Junior Commercial Institutes;

(c) for Teachers' Certificates in Shorthand and Typewriting;

(d) for those in the road transport industry who are unlikely to proceed to professional examinations;

(e) for apprenticeship schemes of the British Transport Commission;

(f) for endorsement of certificates awarded by the Air Ministry to R.A.F. Administrative Apprentices;

(g) for proficiency tests in Shorthand and Typewriting for employees of British European Airways.

At various times the Society has been asked to undertake a number of special examining tasks, some of considerable importance. From 1942 to 1952, by arrangement with H.M. Treasury, proficiency tests in Shorthand and Typewriting for civil servants were organised; and in 1948/9, at the request of the Foreign Office, examinations in German were arranged for "Kreis Officers" in the Control Commission for Germany.

The examinations are now held at about 900 centres in Great Britain and Ireland, and in various parts of the British Commonwealth, under the control of local education authorities or of government-sponsored bodies. Examinations in English are also held in certain foreign countries at centres organised by officials of the British Embassy or of the British Council.

The Examinations Committee of the Society includes representatives of central and local education authorities, of the teaching profession, and of professional bodies concerned with commercial subjects. There are also advisory committees for various subjects or groups of subjects, and for special examinations.

It may reasonably be claimed that the examinations of the Society have made a significant contribution to the extension of general and commercial education in this country. Not only have they provided an educational incentive by means of which hundreds of thousands of students (principally, but by no means exclusively, those attending part-time courses) have been encouraged to rise to higher levels of knowledge of cultural and vocational subjects, but they have also established reliable standards of attainment in general and commercial education which are now widely accepted and utilised by employers in recruiting staff and implementing schemes of promotion. The present demand for the examinations would seem to imply that these two needs have never been more greatly felt than today.

The Printed Word

By P. Astins, C.B.E.

Many a cleric has waxed eloquent in describing the wonders of his ancient church, rich maybe in architectural value or in exquisite craftsmanship and, on parting, has handed the visitor a printed description of the building, or a parish magazine, which could only be described as "an abomination unto the Lord".

The aesthetic qualities over which he has been so enthusiastic may be wholly lacking in this product of print and until recent years most often were; that we have seen a vast improvement in publications of this character is due to the attention now given to typography running concurrently with the development of public consciousness in the world of the arts and crafts in general.

In his *First Principles of Typography*, Sir Stanley Morrison, one of the greatest authorities on the printed word, has defined Typography as the "craft of rightly disposing printing material in accordance with specific purpose, distributing the text and controlling the type as to aid to the maximum the reader's comprehension of the text". Particularly note the last words for it is in the production of a modern cheap reprint or piece of ephemera such as a concert programme that we may best witness the enormous advance in the commercial attitude towards "good print".

The late Oliver Simon whose *Introduction to Typography* published by Faber & Faber, is a standard book, and which is now included in the famous Penguin Series, quotes a seventeenth century definition of the craft: "By a Typographer I do not mean a Printer as he is vulgarly accounted, any more than . . . means a Carpenter or Mason to be an Architect, but by a Typographer I mean such a one, who by his own judgment, from solid reasoning with himself, can either perform or direct others to perform from beginning to end all the Handywork and Physical Operations relating to Typography."

Expressed in the language of today, this varies little from the definition of Sir Stanley Morrison. If we go back even further to the first printed book, *The Gutenberg Bible*, 1456 (to be seen in the British Museum), all the desiderata of first-class design, layout of page, comprehension of text in comfort to the eye, are

there as a practical example, maybe since equalled but in expert opinion never bettered. But the Gutenberg Bible could only be for the wealthy and even in the seventeenth century books were for the few. Now, in this day of the common man, the demand is for the many growingly knowledgeable and hence critical.

In this machine age, the mechanisation of typesetting has led to a revolution in mechanical reproduction in all the ancillary processes which are necessary to the completed book, including its binding. Most fortunately these developments have not destroyed the need for craft utility although they may have changed its emphasis. To this the printing industry gives effect by increased attention to the education and training of its entrants. In a brief survey such as this, it is not possible to go into detail on technical matter but, as evidence of enlightened public attention, not only have we the "Penguin" dealing with typography but a Puffin Picture Book on "Printing" for the youngster by another expert, Harold Curwen. The Press associated with the name of the author, using all the resources of modern technical advance, produces print, whether handbill or book, which can stand the test of any definition; fortunately there are many other large firms of repute earning the same commendation.

There must be a demand and a growing interest for the standard to become universal, even if not improved upon. Regrettably, the history of print exemplifies deterioration in many periods.

I have tried to show that in the publication of these popular books on print and typography there exists a growing public enlightenment, coupled with a demand never formerly so strong except in the case of a select few. In times past the public Art Galleries were sparsely attended; the Victoria and Albert Museum was considered by lovers to be a quiet trysting-place. Not so today, when there will be queues to see a single work of art, as occurred during the war when the National Gallery chanced hanging one picture from its hidden store. It is one of those silent revolutions in which artists, craftsmen, technicians and general public all play a part. In consequence, there is no reason why the present-day cleric should not be as proud of the guide book and magazine which he hands to the visitor as he is of the beauties of craft and skill which distinguish his church building.

Civil Service Commission Examinations

Provisional dates for some competitions during period 1st July to 31st December, 1957.

Competition	Last day for the receipt of applications	Date of examination	Age limits
Executive Class and Grade B5 Foreign Service (Limited), Tax Officer Higher Grade	20 June, 1957	20 and 21 August, 1957 (interviews begin in October)	At least 21 and under 28 on 1 August, 1957
Clerical Class and Grade B6 Foreign Service (Open)	4 July, 1957	3 to 6 September, 1957	At least 16 and under 18 on 1 September, 1957, with extension for established Civil Service
Clerical Class and Grade 6 Foreign Service (Limited)	11 July, 1957	10 and 11 September, 1957	At least 25 and under 60 on 1 September, 1957
Customs and Excise: Assistant Preventive Officer (Open)	18 July, 1957	13 September, 1957 (interviews begin in November)	At least 19 and under 21 on 1 September, 1957, with extensions for service in H.M. Forces and for established Civil Service
Clerical Class and Grade B6 Foreign Service (Adults) (Open)	4 July, 1957	24 September, 1957 (interviews begin in November)	At least 40 and under 60 on 1 October, 1957
Clerical Class and Grade B6 Foreign Service (among ex-Regulars)	25 July, 1957	1 October, 1957	Candidates must on 1 November, 1957, be within one year of completing, or have completed within the last two years, a period of regular service in H.M. Forces
Clerical Assistants (Open and Limited)	8 August, 1957	4 October, 1957	At least 15 and under 20 on 1 October, 1957
Executive Class and Grade B5 Foreign Service (Open)	15 August, 1957	8 to 16 October, 1957 (interviews begin in December)	At least 17½ and under 19 on 1 September, 1957
Typing Grades (London and Provinces) (Limited)	5 September, 1957	12 November, 1957	Under 60 on 1 September, 1957
Customs and Excise: Officer (Open)	26 September, 1957	3 and 4 December, 1957 (interviews begin in February, 1958)	At least 19 and under 22 on 1 September, 1957, with extensions for service in H.M. Forces and for established Civil Service
Clerical Assistant (Adults) (Limited)	3 October, 1957	10 December, 1957	At least 40 and under 60 on 1 October, 1957 (lower age limit 20 for registered disabled persons)

Note: Advice about courses of study in connection with any of the above examinations can be obtained from Council Headquarters or from any of the Regional Secretaries listed on the back cover of this issue. Intending competitors should however first study the Regulations and syllabus of the particular examination—which can be obtained from the Civil Service Commission, 6 Burlington Gardens, W.1—and should satisfy themselves that they are eligible.

Regional Secretaries

The Council has Committees in various parts of the Country. The names, addresses and telephone numbers of the Secretaries are given below. They will be glad to deal with enquiries.

North

W. L. Taylor, Prudhoe House, Newcastle upon Tyne, 1. Newcastle 26131 Ext. 319

East and West Ridings

Miss D. E. Ledger, 44 The Headrow, Leeds, 1. Leeds 32761 Ext. 7

North Midlands

H. Parkin, Block 2, Government Buildings, Clifton Boulevard, Nottingham. Nottingham 46111 Ext. 224

East

Miss M. A. Deacon, Room 139, Block B, Brooklands Avenue, Cambridge. Cambridge 58911 Ext. 239

London and South-East

This area is dealt with from the Council's Headquarters

South

K. Heayes, Room 186, Government Building 4, Whiteknights, Reading, Berks. Reading 61122 Ext. 498

South-West

H. Fieldman, Bridge House, Clifton Down, Bristol 8. Bristol 38481 Ext. 280

Midlands

J. M. Sutton, Fourth Floor, 29 Bagot Street, Birmingham 4. Aston Cross 3641

North-West

F. W. P. Hughes, Room 424, Ministry of Labour Office, Aytoun Street, Manchester 1. Manchester Central 4433 Ext. 29

Wales

D. R. L. Francis, Room 202, G.C.E. Building, Kingsway, Cathays Park, Cardiff. Cardiff 27311 Ext. 16

Scotland

Miss C. C. Whamond, Room 304, St. Andrew's House, Edinburgh 1. Waverley 6591 Ext. 44

Northern Ireland

W. J. Bell, Belfast Bank Chambers, 161 Victoria Street, Belfast. Belfast 30451

Venture

Volume 11 Number 8 September, 1957

Included in this issue are articles on:

PAINTING

PENDULUM CLOCKS

RAILWAYS

RECORDED SOUND

The Civil Service Council for Further Education

President

The Rt. Hon. Sir Norman Brook,
G.C.B.

Vice-Presidents

Sir Albert Day, C.B.E.
J. B. Gotts, O.B.E., I.S.O.
R. A. Hayward

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G. W. W. Browne	<i>Ministry of Education (Chairman)</i>
C. F. Heron, O.B.E.	<i>Ministry of Labour and National Service</i>
P. S. Newell	<i>Admiralty</i>
H. J. Platt, O.B.E.	<i>Treasury</i>
A. J. Ryan, C.B.E.	<i>General Post Office</i>

Staff Side Members

C. T. H. Plant	<i>Inland Revenue Staff Federation (Vice-Chairman)</i>
J. R. M. Dryden	<i>Society of Civil Servants</i>
E. R. Mercer	<i>Union of Post Office Workers</i>
E. M. Thomas	<i>Ministry of Labour Staff Association</i>
L. A. Wines	<i>Civil Service Clerical Association</i>

Co-opted Members

L. E. Ball, O.B.E.	<i>University of London</i>
J. E. H. Blackie	<i>H.M. Inspector of Schools (Chief Inspector)</i>
Miss R. Culhane, M.V.O., O.B.E.	<i>Treasury Welfare Adviser</i>
H. Lowery	<i>South-West Essex Technical College</i>
G. Mavor	<i>Senior Assistant Education Officer, L.C.C.</i>

Secretary

Frank Hartley Treasury Chambers, London, S.W.1

The Council is appointed by the National Whitley Council with the following objects:

To act as a central organisation for promoting and co-ordinating further education throughout the Civil Service.

To give advice and information on existing educational opportunities for Civil Servants.

To arrange in co-operation with educational bodies for the provision and development of facilities for further studies for Civil Servants.



Secretary's Notes

"It's a solemn gospel, mate", he says, "But a man as ships aboard
A steamer-tramp, he gets his whack of the wonders of the Lord.
Such as roaches crawlin' over his bunk, 'n' snakes inside his bread,
And work by night and work by day enough to strike him dead."

JOHN MASEFIELD

Great changes have obviously taken place since the above lines were written. Instead of cockroaches, the man who ships aboard a tramp steamer today is likely to see near his bunk a little box of books from Mansbridge House. I have always been fascinated by those boxes piled on the platform of the Southern Railway Station at Balham. A chat with Dr. Hope, the Director of the Seafarers' Education Service, has only served to make them even more colourful for me. I wonder how many civil servants will be stimulated into action by the article on page 114.

Dr. Ward of the Science Museum, Kensington, is one of the foremost authorities on clocks in this country. H.M. Stationery Office is shortly to bring out a new edition of the Science Museum handbook "Time Measurement," of which he is the author. We are sure it will, in due course, be read by many civil servants with increased interest as a result of the article on page 116.

Further information about the club referred to by Mr. Pitt in the article on page 121 and about similar ones elsewhere, may be obtained from the Regional Secretaries whose names and addresses appear on the back outside cover of this issue. Help and advice on the formation of Art Clubs can always be had from these Secretaries and from the Secretary of the Association of Civil Service Art Clubs.*

*For address, see back inside cover.

The work of the College of Preceptors is probably not as well known as, on the grounds of its long history alone, it deserves to be. The article on page 123 is by the Secretary of the College.

Mr. Wilmot, a Liverpool man, has been Assistant to the Director of Extra-Mural Studies of London University since 1953. He at one time worked as sail-maker. Is it just my imagination stimulated by browsing through Masfield's poems, or are there nautical undertones to his Railway article on page 125?

The article on page 127 by the Secretary of the British Institute of Recorded Sound is, we think, an interesting sequel to the one in our last issue on The British Film Institute. It would appear that Mr. Saul's Institute is doing for the gramophone record something very similar to the work done by the Film Institute for the cinema.

As usual, we have assembled leaflets and reading lists on the subjects dealt with in this issue. Copies can be had on application.

This issue of *Venture* completes Volume II. We record our thanks to all those, contributors and others, who have helped to make this volume such a successful one. The steady increase in the number of enquiries received in our Regional offices and at our Headquarters for a few weeks after each issue, indicates that *Venture* is being more rapidly circulated and more widely read. We are very grateful for the co-operation which this indicates.

F.H.

Doing and Giving

By Ronald Hope, O.B.E., M.A., D.Phil.

The full development by oneself of all one's potentialities: the Civil Service Council for Further Education exists to encourage this in civil servants; the Seafarers' Education Service works with the same object among merchant seamen. Both bodies have their roots in the adventurous work done by men like Albert Mansbridge

at the beginning of this century, and the Seafarers' Education Service was actually founded by Mansbridge in 1919.

Unlike the Council, the Service is a providing body. Merchant seamen cannot borrow books from public libraries; therefore, to 1,750 ocean-going ships which fly the red ensign, the Service supplies first-class libraries. These ships' libraries are changed three times a year and, at each fresh exchange, books particularly requested by members of the crew are incorporated. Last year, from the Service's London Headquarters* alone, 305,000 books went to sea in this way.

In 1956, to keep these libraries fresh and up to date, the Service bought 43,000 books new. But there are 150,000 men in the Merchant Navy and, because reading has to take the place of so many activities which landmen take for granted, there are never enough books. Gifts of books (and magazines) are therefore always welcome, but let them be good books in good condition. If they are, the Service will be happy to refund carriage costs.

Articles in *Venture* often imply that the means of self-development are to be found in *doing*—in looking at stars, arranging flowers, seeing films, and making bamboo pipes. So they may be, but civil servants are often educationally privileged. What about the *giving* of your expertise to others?

Through a department called the College of the Sea, the Seafarers' Education Service provides general education to seafarers as well. At any one time, roughly one thousand merchant seamen want to learn mathematics, French, Spanish, physics, geography, economics, and over thirty other subjects. They are taught by voluntary tutors.

Teaching is a salutary way of learning. Even though you do not teach for a living, you may be able, if you are properly qualified, to help a seafarer to learn something. The College of the Sea provides textbooks and refunds postage. By correspondence, the tutor helps at least one man at a time, setting and correcting written work. There are disappointments sometimes—mail goes astray, or the student does not persevere—but the rewards are high when both student and tutor are satisfactory, and many lasting friendships have been formed.

To be a voluntary tutor of the College of the Sea is to give by doing and to do by giving. For those who are fitted for such work,

*Mansbridge House, 207 Balham High Road, S.W.17.

it is more satisfying than the passive enjoyment of the abilities of others which, when you examine it closely, is what a lot of "further education" really turns out to be.

In so short a space as the Editor of *Venture* allows, it is impossible to detail all the activities of the Seafarers' Education Service and College of the Sea. Seafarers are not different from other people, but they work in different conditions. The ship is a home as well as a work-place; indeed it is a complete social unit, a small floating colony, and seafarers must provide for themselves what is often provided for landmen by specialists. The Seafarers' Education Service endeavours to offer various facilities which will help. Thus, in addition to providing ships' libraries, it will lend any non-fiction on personal loan to seafarers. Each year it runs competitions for original work of all descriptions and its journal, *The Seafarer*, is the means by which the best of this work is first made known to the world. Now, the Service also has a modest interest in films, an interest limited only by cash.

Cash, in these inflationary times, is always a problem for voluntary societies. Fortunately, the value of the work of the Seafarers' Education Service is recognised by all those connected with shipping and education—including those good friends the Ministries of Education and Transport. Practical support is not lacking from those in a position to know but, of course, there is always more that the educationist world would like to do—and to give.

The Pendulum Clock is 300 Years Old

By F. A. B. Ward, M.A., Ph.D., F.B.H.I., F.Inst.P.

June, 1957 saw the 300th anniversary of the birth of the domestic pendulum clock, that familiar object of the mantelpiece and trusted servant of the household. It was on 16th June, 1657 that a "privilege" or patent was granted by the Netherlands Government to Salomon Coster of the Hague for making "The new Invention of Clocks", i.e. pendulum clocks of the type invented



Dutch pendulum clock of about 1680

by the great Dutch scientist Christiaan Huygens in the preceding year.

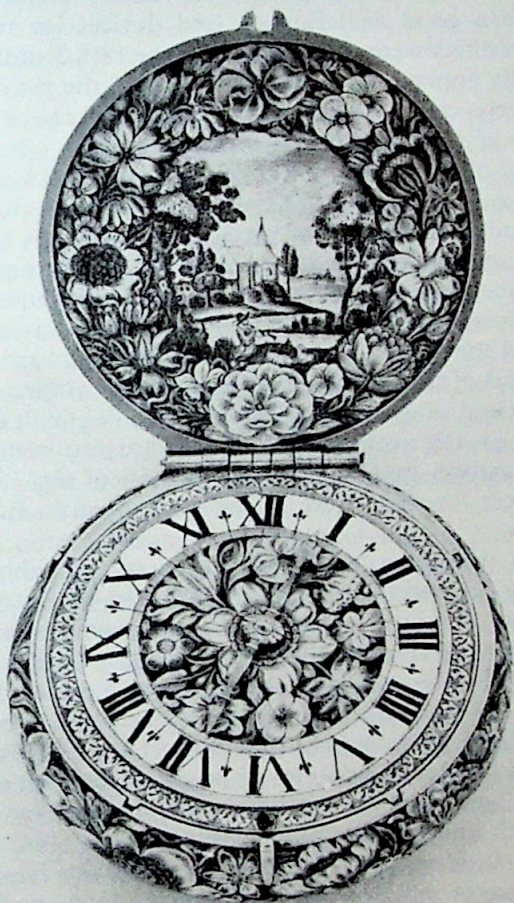
Mechanical clocks had been in existence for over 300 years before this date, but their controlling system was a rather crude device, which did not possess the natural timekeeping properties of a pendulum. These properties were first noticed by Galileo, the great Italian scientist, in 1582, but it was Huygens who at the end of 1656 really launched the pendulum clock upon its successful career. Clocks employing Huygens' pendulum spread quickly from Holland to other European countries, as their improved timekeeping was at once recognised. In England they took the form of the well-known long-case or "grandfather" clock, weight-driven, and the wooden cased spring-driven clock for standing on a table known as a "bracket" clock.

We have already seen that mechanical clocks were in existence for over 300 years before Huygens' invention. The earliest surviving English clock is the large iron mechanism of 1386 in Salisbury Cathedral, which has been recently restored to its original condition, and is now to be seen in operation there. The original "works" of the very similar Wells Cathedral clock of 1392 are now in the Science Museum in London.

The first watches were made in Germany about the year 1500. Like modern watches they were driven by a coiled mainspring, but their timekeeping was controlled by the same crude device as that employed in clocks and they must have been very erratic indeed. During the second half of the 16th Century and the whole of the 17th Century, however, much loving care was devoted to their design, and many of the best of them are outstanding as works of art (see illustration on page 119). Once again it was an invention of Huygens, the application of the spiral balance-spring in 1675, which converted them into really worthwhile timekeepers, and by this date, then, the main foundations of the domestic clock and watch as timekeepers had been laid.

Long-case and spring-driven clocks have since changed surprisingly little in their main essentials, though mass production methods of manufacture of spring-driven clocks have lowered their cost of production and brought them within reach of the multitude.

The improvement in watches has been considerably greater. The late 17th century watch was a rather bulky affair and its rate



Mid 17th century English enamel watch

of going was very much affected by temperature changes. British mechanical inventions of the early 18th century allowed the watch to be made a good deal thinner, and devices for reducing the temperature effect were also invented in the 18th century, but were not generally applied to pocket watches until the present century. The relatively cheap watch was the fruit of the 19th century application of mass production methods.

The story of the improvement of domestic clocks and watches over the past 300 years is thus one of steady development and improvement. The progress of precision timekeepers has however been more dramatic, and the accuracy now reached is almost unbelievable. Accurate timekeepers are required particularly at sea for determining a ship's longitude. The need for this was so great that in 1714 the British Government offered an award of £10,000 for a method of determining the longitude to within an accuracy of 1° at the end of a voyage to the West Indies, with even higher awards for greater accuracy. The full award was eventually paid to John Harrison in 1773, and by the end of the 18th century chronometers for ships were in full production in England and France.

The first pendulum clocks were accurate probably to a few minutes per day, and by about 1750 the best observatory clocks kept time to within a few tenths of a second per day. By the end of the 19th century the figure had been reduced to one hundredth of a second, and the electrically driven Shortt free pendulum clocks which served as Greenwich Observatory's standards from 1925 to 1942 were correct to a few thousandths of a second per day. This seems to be about the limit of accuracy of a pendulum clock, but it has been surpassed by the quartz crystal clock and by the "atomic" clock. Since 1942 the Royal Greenwich Observatory's National Time Service has been controlled by quartz crystal clocks which vary less than one-thousandth of a second per day, while the caesium "atomic" clock at the National Physical Laboratory is at least ten times as accurate as this. With its aid the measurement of time has become the most accurate of all physical measurements, and it is beginning to reveal irregularities in the motion of the earth itself upon which our standards of time are based.

The Story of the Painting Cottage

By T. H. Pitt, B.Sc.

The relief man could talk on any subject and we enjoyed his company at lunch-time. He marvelled that whereas in other towns the subject of conversation was always pools and permutations, here it was invariably pictures and painting. Lunch over we walked and continued to talk about the possibilities of painting. Surely some of those tall warehouses near the office must have top storeys with plenty of space and good roof light which would make an excellent studio. In imagination we pictured ourselves in occupation.

It was not all in vain. We heard of other Civil Service painting groups and determined we must do—really do—something ourselves. Bristol has always been famous for its venturers. So in June, 1955, eight kindred spirits formed a painting group among the staff of the Tax offices in Bristol.

The first outdoor sketching expedition was to The Grove, on the waterside with the distant view of the Church of St. Mary Redcliffe (Elizabeth's fairest parish church). The evening was fine, our venture was about to begin. What should we make of it? There was a soft evening sunlight, plenty of time, virgin paper and boxes of paints. Eventually we overcame the reluctance to start, chose our spot and made the venture. Sketches in line and colour of these early excursions are still to be seen and bring back the thrill of the pioneer days. Nine outdoor evening meetings were held in the summer of 1955 and were followed by indoor sessions in the Canteen Room during the winter.

The dream of a studio of our own was still with us and our hopes and activities were made known to the members of the C.S.C.F.E. Committee (South West Region). It was through the activity of the Committee Secretary that we were advised of the "cottage" perched high up in the world—condemned as a residence but sound in structure and having great prospects. There were problems—no electricity, gas connections but no fittings, dark brown paint, a black ceiling and poor state of repair and decoration. I recall how we looked at it in its original state and that faith and vision saw more than the surface.

Eventually the decision was taken. Gas fittings were installed and then there was a spell of activity over a long period; scraping the black ceiling inch by inch, covering dark brown paint with white; happy hard work shared by many until after weeks of it we said "No more—let's paint!", and out came easels, canvas, paints and paper.

So grew the transformation of a condemned cottage into a studio. To get to it you turn a romantic corner and climb the steps; out of this world into a quaint other world where now the smell of linseed oil and turps mingles with the odour of tea-time toast or the still life pineapple.

Here, in the soft gaslight, the now wider group of the Bristol and District Civil Service Art Club has its headquarters and opens its door, at the top of a high flight of steps, to welcome any beginners or experienced painters or artists with pencil or clay. Tea is served around the gas fire and someone usually brings a picture or book to hand round and lively talk ensues before painting begins.

There is an upper store-room and an upper studio; the latter has been used for lectures. We have had fascinating talks on clay modelling, craftwork in metal and the technique of water-colour painting.

Visitors, distinguished and ordinary, have come in and warmed to the atmosphere. Most can see, without need for detailed description, the work that has gone in, the patience and purpose of the pioneers and the promise of what is still to be—for the place is not yet used to capacity, nor is it fully equipped, nor is the redecoration complete. But each week sees progress in painting and friendship; and, although there is no formal tuition class, there is plenty of help for beginners, and old and new members gain something worthy in experience each week.

You are welcome, when in Bristol, to join in our adventure at No. 1 Brandon Steep. I promise you a pleasant feeling if you do.

The College of Preceptors

By J. Vincent Chapman, F.C.P.

There was much concern during the years 1830 to 1850 about the standard of middle class education, and the founding of the College of Preceptors over a century ago, was an attempt to attack the problem from within education. A Royal Charter was granted within three years of the College's foundation.

The College was to issue Diplomas which were to be guaranteed by examinations aimed at testing the competence of a man as a teacher and the soundness of his education. But the College was not started merely as an examining body. It was a Society of Schoolmasters and there was from the outset discussion of many educational problems. One such discussion led to the first experiment in 1850 in examinations for children. Others led to a programme of lectures on the Science and Art of Teaching.

There was therefore a two-fold aim in the work which the members of the College initiated in 1846—to examine teachers (and later children) and to provide opportunities for frank and informal discussion of such educational matters as concerned the relationship between the teacher and the child.

The battle for school examinations which went on in the Council of the College was settled by 1850 when agreement was reached for an experimental examination to be held at Nottingham in a school carried on by Messrs. Goodacre and Cockayne. Mr. Goodacre was a member of the College Council. The value of examinations was proved and from that small experiment has grown the extensive system of school examinations in this country.

The growth of the University examining Boards gradually diminished the importance which the College examinations had achieved in the nineteenth century and by 1950, all that remained of the different examinations for school children was the Senior Certificate. This is equivalent in standard to the old "School Certificate" and is still accepted by many professional bodies. For a number of years in the first half of the present century, the College played a prominent part in the development of examinations in South Africa and Newfoundland. This connection was severed by the outbreak of World War II.

Once again the College appeared to have fulfilled its task and to have nothing more to do but to retire gracefully. But two events have changed the situation. The first, the changed form of the General Certificate of Education; the second, the raising of the school leaving age to 15.

For the first time there is a group of children in school of a lower educational standard than that needed for the G.C.E., but badly in need of some clearly understandable incentive. For the employer there is a need of some readily appreciated evidence of the standard achieved by the child. For the teacher who wants the child to go on to some form of further education, there is a need for a strengthening of the link with the technical colleges. There is in fact a need for an examination. Discussion is now centred on whether the examination so far as secondary modern children is concerned shall be national or local in character.

Almost by accident the College finds itself again the centre of controversy. In 1951 a number of independent schools expressed a wish for an examination for children leaving at 15. The need was proved and the College arranged an examination in 1953. Immediately there were enquiries from secondary modern schools. Although the fees cannot be paid officially, secondary modern schools are now entering candidates in all parts of the country, the parents having paid the fees, for an examination which has been adapted to meet their needs. It is now an examination which provides for a core of basic subjects to which can be added such bias as individual schools may wish—science, both general and rural—technical and commercial subjects.

Of the second aim of the College—the encouragement of discussion of educational problems—much is already well known. In the nineteenth century the first Chair in Education was set up by the College after failure in its attempts to persuade the Universities to do this. In this century one of its most useful services was the bringing together earlier this year of members of the Medical, Legal and Teaching Professions to discuss the meaning of Professional Status.

Watching the Trains go by

By G. F. A. Wilmot, B.A., F.R.G.S.

Every child is attracted by vehicles on wheels, and the steam locomotive is usually looked upon as having the greatest fascination in a wide range of traction agents. By adolescence, the fascination has very often worn thin but many people still, perhaps self-consciously, maintain their interest in the locomotive and the wider subject of railways.

Those who preserve this interest into mature life are usually people of keen observation who can very readily absorb new subjects and material. In many cases the fascination of the steam locomotive is translated into higher planes like the wider problems of transport, railway history or economic geography. What began as a simple hobby has become a veritable academic pursuit.

The Extension lectures section of the University of London's Extra-Mural Department have been experimenting in the best ways of promoting liberal geographical and historical studies to evening students. One of the many avenues of approach has been through a study of railways.

An experimental course was first launched in 1954 entitled "Our Railway Heritage". An enrolment of 25 students was expected. 120 students came forward! From this first course, railway subjects have figured prominently in the Extension courses programme.

What are the studies concerned with? What, for example, is railway geography? The physical topography of the land is important. It causes, for example, that curious "elbow bend" of railways in the Hampstead area where the Heath causes a due west deviation of lines heading out of London in a northerly direction. But this is only one factor and must be balanced against problems of constitutional history, the distribution of products, social thought and economic change, desperate rivalry and sometimes a lust for power by individuals. "King Hudson", of course, was an excellent example of the last category.

The quiet and rural peace of Marylebone is well portrayed in "England, Their England". It is difficult to imagine Marylebone as a main exchange point in a route from Manchester to Paris, yet such was the grandiose scheme prepared for the Great Central

Railway in the 1890s. Sir Edward Watkin, the chief architect of the idea, envisaged an extension of the original Manchester, Sheffield and Lincolnshire Railway line in Nottinghamshire to London travelling over the Metropolitan railway from Aylesbury. From Marylebone, the railway was to connect with the old South-Eastern line to Dover and thence by a Channel Tunnel to Northern France. This was the first and only concrete scheme for a Tunnel, an idea recently revived. This great dream faded, the line to Marylebone being left as a curious vestigial remain.

Perhaps almost as curious was the earlier scheme to link Manchester with Milford Haven in West Wales. The plans all but died, but a section of line in Central Wales between the curious sounding Strata Florida and Pencader was in fact built and was later used as part of the single line from Carmarthen to Aberystwyth. England and Wales abound with such remains of grandiose plans and the period of intense rivalry from 1840-1880 is constantly reflected by the duplication and often triplication of lines between two important towns.

The opening of the British Transport Commission Archives at Royal Oak, has given great impetus to this study. For the first time in the history of railways, all vital historical documents, minutes of former companies, plans, notebooks, timetables are all assembled under one roof. Before the opening of the Archives, there were no facilities for research and the former companies were not able to render much assistance. Under the care of the Archivist, Mr. L. C. Johnson, researchers are encouraged and a trained staff of assistants give an enormous amount of help in a particular quest.

The person interested in railways in a studious manner does not now lack facilities for following up his interest. But there are a number of people self-conscious about their interest in the subject. They should remember Roger Lloyd who in his book "The Fascination of Railways" recalls how difficult it was not to appear ridiculous when he was caught in his clerical garb stooping to look underneath the large opaque screen at Crewe to see the type of train on the other side. Notwithstanding the thoughts of spectators, Lloyd maintained it was well worthwhile. How long will the interest in railways be maintained after the disappearance of steam locomotives? In terms of the forthcoming few years, this is a purely hypothetical question.

History in Sound

By Patrick Saul

The phonograph was invented as long ago as 1877 but unfortunately the museums and learned societies of Great Britain failed to realise the potentialities of the new machine as a means of recording those aural aspects of civilisation which it had hitherto been impossible accurately to preserve. The value to the student of aural material of this kind as a supplement to the printed word and other visual matter we are even now only beginning to grasp and unfortunately many people in positions of responsibility still seem to find it difficult to understand that a gramophone record is more than a toy; it is therefore easy to comprehend that the museum officials of the eighties, faced with the new-fangled phonograph and its fragile wax cylinders—giving anything but high-fidelity reproduction—should have failed to realise its possibilities as a means of permanent record.

Nevertheless, outside this country the documentary value of sound-recording was fully understood at an early date: the very first archive of sound recordings was established in 1899 in Vienna, and others followed early in the present century in Paris, in Berlin and elsewhere until by the twenties most countries of the civilised world—other than our own—possessed officially sponsored archives.

Any invention is likely to appeal first and most forcibly to people who have some special problem which it can solve: in the case of the phonograph as a rule students of folk music or of dialect were the moving spirits in establishing record archives. For though the printed word may not tell us *exactly* how Shakespeare or Beethoven meant their works to reach the public, not even the most enthusiastic exponent of recorded sound—while regretting that recording was not invented early enough to enable us to hear Shakespeare's voice and Beethoven's piano—can deny that we get *some* idea of the inner meaning of their works from the printed page or through the still more indirect medium of the theatre or concert hall. But the letters of the alphabet and the notes of music were developed as a convenient means of setting down the "civilised" or "educated" speech or music of Europe,

and they are at a hopeless disadvantage when attempting to cope with the subtle inflections, irregular rhythms and microtone intervals of non-literate, "primitive" or merely non-European music and language. As a means of accurately registering matter of this kind, no visual means, however elaborately it may adapt conventional notation, can hope to compete with sound-recording and even as early as 1889—when it was barely a dozen years old—the phonograph was used to record the music of some North American Indians. Soon the machines were in general use for ethno-musicological and linguistic work throughout the world.

Other fields were not neglected. The Vienna Phonogrammarchiv preserves the voices of (for example) Franz Joseph I, Schnitzler and Hoffmansthal; and the Paris Phonothèque Nationale, those of Renan, Apollinaire and, oddly enough, Kipling.

In this country, although considerable use is made of records for broadcasting, no centre in which records were collected, preserved and made accessible for study existed until, in October, 1955, the British Institute of Recorded Sound was established in premises adjoining the British Museum and the University of London Senate House: in addition to office accommodation the building contains a recital room and storage space for some 150,000 discs. The Institute has been assisted by the Charles Henry Foyle Trust of Birmingham and by the Pilgrim Trust, by the Arts Council and the London County Council and also by individual sympathisers who have enrolled as Friends of the Institute. The public have responded generously to an appeal for gifts of records, and in eighteen months their gifts have helped the Institute to increase its collection to some 30,000 discs, in which total are included many hundreds given by well-wishers abroad. The Institute is glad to receive records of all kinds, including jazz and popular music which even if of little artistic value may be of sociological interest to future generations. An invaluable source of otherwise unobtainable material of the greatest educational value is the B.B.C., which has agreed to make available to the Institute recordings of broadcasts of permanent value.

The Institute has made a late start, and its resources are still inadequate: nevertheless a start has been made and, given sufficient and continuing support, there is every reason to hope that in a few years time this country will possess in the Institute an archive of sound second to none.

Civil Service Commission Examinations

We regret that at the time of going to press, advance information about the examinations to be conducted by the Civil Service Commission in the first half of 1958 is not available. By the time this edition of *Venture* is in circulation, the information usually published on this page should be to hand and we shall be glad to supply it on application.

The Arts

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The Association of Civil Service Art Clubs

Honorary Secretary: Mr. S. W. Bournier,
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The Federation of Civil Service Dramatic Societies

Honorary Secretary: Mr D. A. Skinner,
Room 332, Colonial Office,
Great Smith Street, S.W.1.

The Federation of Civil Service Music Societies

Honorary Secretary: Mr. M. P. J. Lynch,
Treasury Chambers,
Great George Street, S.W.1

The Federation of Civil Service Photographic Societies

Honorary Secretary: Dr. J. F. E. Bloss,
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